

THE INFLUENCE OF STUDENTS' ATTITUDE IN LEARNING ENGLISH AND PERCEPTION ON IMPLEMENTATION OF SCIENTIFIC APPROACH TOWARD THEIR ENGLISH ACHIEVEMENT AT SMA MUHAMMADIYAH 11 PADANGSIDIMPUAN

THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau
In Partial Fulfillment of the Requirements for the Degree
of Master in English Education



BY

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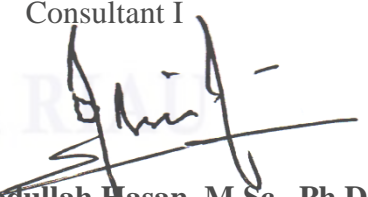
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In the Name of Allah the Most Gracious and the Most Merciful

Praise belongs to Allah Almighty, the Lord of the universe. Regard and pray to our Prophet Muhammad, Peace Be upon Him.

This thesis is written and intended to submit a partial of the requirements for the master program in English Education major at the postgraduate program of State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled “The Influence of Students’ Attitude and Perception on Implementation of Scientific Approach toward their English Achievement at SMA Muhammadiyah 11 Padangsidempuan”.

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ABSTRACT

Diena Fitria (2020): The Influence of Students' Attitude in Learning English and Perception on Implementation the Scientific Approach toward their English Achievement at SMA Muhammadiyah 11 Padangsidempuan.

The purpose of this study was to find out the influence of Students' Attitude in Learning English and Perception on Implementation the Scientific Approach toward their English Achievement at SMA Muhammadiyah 11 Padangsidempuan. This study was This research used quantitative research and regression analysis using two independent variables and one dependent variable. Students' attitude in Learning English (X1) and perception Implementation of the Scientific Approach (X2) were Independent variables, and their English achievement (Y) was the dependent variable. Three research questions were formulated in this research. There were 41 respondents of the eleventh grade students of SMA Muhammadiyah 11 Padangsidempuan. Total sampling was used in this research because the number of students was not so many. Data of students' attitude and perception were collected using questionnaires of Likert's scale, while the students' achievement was taken from a documented data. The data were analyzed by using Pearson Product-Moment formula and the analysis of variance for multiple regression data. Three hypotheses were stated in this research. The result of the first hypothesis showed that students' attitude toward English achievement had more significant influence compared to the second hypothesis of the influence of students' perception through scientific approach on students' English achievement. At last, the finding can be concluded that there were significant influences of students' attitude in learning English and perception on Implementation of the Scientific Approach toward the English achievement of the students at SMA Muhammadiyah 11 Padangsidempuan.

Keywords: Students' attitude, perception, scientific approach, English achievement.

ABSTRAK

Diena Fitria (2020): Pengaruh Sikap Siswa terhadap Pembelajaran Bahasa Inggris dan Persepsi Siswa terhadap Implementasi Pendekatan Ilmiah Terhadap Prestasi Bahasa Inggris Siswa di SMA Muhammadiyah 11 Padangsidempuan.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh Sikap dan Persepsi Siswa terhadap Implementasi Pendekatan Ilmiah Terhadap Prestasi Bahasa Inggris mereka di SMA Muhammadiyah 11 Padangsidempuan. Penelitian ini adalah desain penelitian analisis regresi menggunakan dua variabel independen dan satu variabel dependen. Sikap siswa (X1) dan persepsi (X2) adalah variabel independen, dan prestasi bahasa Inggris (Y) sebagai variabel dependen. Tiga pertanyaan penelitian diajukan dalam penelitian ini. Ada 41 responden siswa kelas XI SMA Muhammadiyah 11 Padangsidempuan. Total sampling digunakan dalam penelitian ini karena jumlah siswa tidak banyak. Data sikap dan persepsi siswa dikumpulkan dengan menggunakan kuesioner skala Likert, sedangkan prestasi siswa diambil dari data yang terdokumentasi. Data dianalisis dengan menggunakan rumus Pearson Product-Moment dan analisis varians untuk data regresi berganda. Tiga hipotesis dinyatakan dalam penelitian ini. Hasil hipotesis pertama menunjukkan bahwa sikap siswa terhadap prestasi bahasa Inggris memiliki pengaruh yang lebih signifikan dibandingkan dengan hipotesis kedua dari pengaruh persepsi siswa melalui pendekatan ilmiah pada prestasi belajar bahasa Inggris siswa. Akhirnya, temuan ini dapat disimpulkan bahwa ada pengaruh yang signifikan dari sikap siswa pada pembelajaran bahasa Inggris dan persepsi siswa pada pendekatan saintifik terhadap prestasi bahasa Inggris siswa di SMA Muhammadiyah 11 Padangsidempuan.

Kata kunci: Sikap, persepsi, pendekatan ilmiah, prestasi belajar siswa.

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ملخص

دينا فطريا (2020): أثر مواقف وملاحظات التلاميذ في تطبيق مدخل علمي في إنجازاتهم للغة الإنجليزية في مدرسة محمدية الثانوية 11

بادانجسيديمبوان

يهدف هذا البحث لمعرفة أثر مواقف وملاحظات التلاميذ في تطبيق مدخل علمي في إنجازاتهم للغة الإنجليزية في مدرسة محمدية الثانوية 11 بادانجسيديمبوان. وهذا البحث هو تصميم بحث ارتباطي واقعي باستخدام متغيرين ، هما: مواقف و ملاحظات التلاميذ كمتغير مستقل و إنجازات للغة الإنجليزية كمتغير غير مستقل. لهذا البحث ثلاثة أسئلة بحثية. هناك 41 مستحيا في الفصل الحادي عشر بمدرسة محمدية الثانوية 11 بادانجسيديمبوان. استخدم أخذ العينة كلها لقلة عدد التلاميذ. تم جمع البيانات المتعلقة بمواقف وملاحظات التلاميذ باستخدام طريقة استبيان مقياس ليكرت. وتم أخذ البيانات المتعلقة بإنجازات التلاميذ من البيانات الموثقة. وحلل البيانات باستخدام رمز ضرب - بيرسون وتحليل التباين لبيانات الانحدار المتعددة. تم ذكر ثلاث فرضيات في هذا البحث. تدل نتيجة الفرضية الأولى إلى أن مواقف التلاميذ في إنجازاتهم للغة الإنجليزية لها تأثير أكثر أهمية عند مقارنته بالفرضية الثانية لتأثير ملاحظات التلاميذ من خلال مدخل علمي في إنجاز تعلم اللغة الإنجليزية لدى التلاميذ. وأخيرا، يمكن استنتاج على أن هناك تأثير كبير من مواقف التلاميذ وملاحظاتهم في إنجازاتهم للغة الإنجليزية في مدرسة محمدية الثانوية 11 بادانجسيديمبوان.

الكلمات الأساسية: مواقف، ملاحظات، مدخل علمي، إنجازات تعلم التلاميذ

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Education is the fundamental pillar in upholding a nation. Through education, a nation will be able to uphold the national dignity. Education is expected to be able to give birth to well-educated, noble, and aware nation that pursues harmonious life, tolerance toward diversity, democratic and global national insights, and enlightenment and welfare. This statement is in accordance to the opinion by (Siswoyo, 2007, p. 17), namely that education plays a vital role in the life and the advancement of human beings. As a result, through the existence of education well-qualified human resources can be generated. Education is ultimately vital within the national development.

The national development that has been undergone up to date demands intelligent, skilled, trained, creative, and hard-working human resources who have positive attitude toward the job ethics. The statement has been in accordance to the idea that has been mandated in the Law of National Education System Number 20 Year 2003 Verse 3 namely: "National Education serves to develop the capability of and to shape the attitude of well-qualified national civilization in order to enlighten the life of the nation as well as to develop the students' potentials in being pious and faithful toward Lord the Almighty, noble healthy, knowledgeable, creative and also in being democratic, and responsible individual." (Presiden Republik Indonesia, 2003).



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The national education does not only emphasize the students' intellectual ability but also the students' attitude formation and, equally important, the students' capacity to explore and to develop their scientific attitudes. However, in the practice the national education has become a boomerang and even a burden toward the students. The education has been reduced to teaching and, as a consequence, the education has been unable to meet the requirements stated by the Law Number 23 Year 2002 Verse 9 Article 1 regarding the Child Protection (Presiden Republik Indonesia, 2002). This law mandates that each child has the right to attain education and teaching in order to develop his or her personality and intellectual level in according to his or her talent and interest. In the same time, the reduction has also violated the Law Number 20 Year 2003 regarding the National Education System Chapter V Article 12 Verse 1-b which states that each student in every educational unit is entitled to attain educational service in accordance to their talent, interest, and ability (Presiden Republik Indonesia, 2003).

Learning is a process of interaction among learners, educators, learning resources and environment. It is a process of the potential development and character building of every learner as a result of synergies between education that takes place in schools, families, and communities. The factors which may influence the teaching and learning process, especially students' English achievement are affective factors, approach and method.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that focus on activities



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of instructional environments, specifically in school, college, and university. It is used to describe the status or level of person's learning and his ability to apply what he has learnt. It is one of the indicators used to measure the success of an education institution in produced good quality of graduation that is got by the students in every lesson including English lesson.

Based on Indonesia's result in OECD Program for International Student Assessment, or PISA 2015 report, shows Indonesian students overall performance still below the OECD average with a share of low achievers above the OECD average (OECD, 2016). That means Indonesian student still need improvement for their performance and achievement.

There are some factors that may influence the students' achievement. According to Awang et al (2013: 22), they say that there are two main contributing factors to students' academic achievement that are psychological and sociological factors. Psychological factors mean the internal elements of individual including emotional and cognitive domains, whereas sociological factors refer to external factors such as socio-environment and friendship. According to Winkel (1983: 43), the learner's factors consist of physical factors and non-physical factors. The physical factors include intellectual aspects (intelligence, learning ability, learning strategies) and non-intellectual aspects (motivation, attitude, interest, physics condition). The physical factors pertain of the physical condition such as the health of the body, the normality of the senses. Nabila (2015:1) says people who have internal characteristics assess a success more depend on internal factors than external factors. It means that the external



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characteristic to assess a success more depends on external factors rather than internal factors. Among some of the most prominent of psychological factors that influence students' achievement were; students' creativity and attitudes. In another study, Naderi et al (2009:101) state academic achievement is strongly influenced by demographic and psychological factors. Though a series of variables influence the achievement level of students in general, those students' attitude and creativity factors could be used to predict their achievement. However, few studies had been conducted to see whether the influence of students of attitude and creativity toward their English achievement. Gardner and Lambert (1972) stipulated that language skills and mental competence are not the only factors that enhance the students' mastery in a second or foreign language, but also their attitudes and perceptions towards the target language play an important role. They also advocated that attitude concept could enhance the process of language learning influencing the nature of student's behaviours and beliefs towards the other language, its culture, and community and this will identify their tendency to acquire that language.

Actually, in order to improve Indonesian student overall learning achievement including their achievement in English learning, Indonesian government through The Ministry of Education and Culture of Indonesia (Kemendikbud) has already published the new curriculum in 2013, called the 2013 curriculum. This curriculum is obviously expected to be able to develop Indonesia education in this globalization era. The 2013 curriculum is a curriculum that can educate future competency, communication skills, ability to think clearly



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and critically, ability to consider the moral aspects of a problem and the 2013 curriculum can be implemented successfully by using Scientific Approach (Kemdikbud, 2013).

In 2013 curriculum, it is known that scientific approach as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result analysis (Longman, 2014) says scientific approach is a body of techniques for investigating phenomena, acquiring new knowledge, correcting and integrating previous knowledge. Tang et.al. (2009) say that scientific approach has the characteristic of “doing science”. This approach allows teachers to improve the process of learning by breaking the process down into steps or stages which contains detailed instructions for conducting students learning.

Meanwhile, 2013 Curriculum is developed differently from the previous curricula. Some examples are the changes of learning patterns such as the switch from teacher-centred learning pattern to student-centred and one direction interaction between teacher and students to interactive learning. In delivering materials, teachers are expected to be able to use multimedia. In teaching and learning process, it is introduced scientific approach through five stages: observing, questioning, collecting information, associating, and communicating (Permendikbud No. 81 A/2013). Kemdikbud (2013, p. 5) Implies that the learning process used scientific approach adopts scientific steps through scientific method in building knowledge. In addition, in K-13, the assessment is not only limited in



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assessing knowledge and skill, but also assessing attitude, both spiritual attitude and social attitude.

The problems of students that are about attitude and perception in step of the scientific approach to improve their achievement, which is known as the scientific approach consists of five steps, they are observing, questioning, associating, experimenting, and networking. In observing the students are directly involved in learning. It helps teachers to contextualize students' learning in the classroom but in fact the students in observing step they do not fully pay attention to what the teacher asks them to observe either media or video, and the students feel confused to give question to the teacher based on the media or video. In associating the students feel confused that what they want to do after observing, questioning so they don't have something to associate. In networking or communicating the students can write their work on the board forward one by one, in this step sometime the teacher has limited time to ask students one by one. In fact, steps in scientific approach the learning pattern are not teacher-centred but student-centred and one direction interaction between teacher and students to interactive learning., so this way make the researcher wants to explore the perception of the students about the implementation of scientific approach.

Abidin, Mohammadi and Alzwari (2012:121) state learners' attitudes can incorporate in language learning because it may influence their performance in acquiring the target language. Attitude is a tendency of students to act in a certain way. It determines how individuals react to the situation. In learning process, attitude will affect the students' responses in receiving the material, especially in



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English. Gajalakshmi (2013:1) states if the students have positive attitude towards any subject, they can achieve many things in that specific area. In other words, when learning process is interesting, the students will show good attitude and enjoy the learning process. When they enjoy in learning process, they will be easy to acquire toward any subjects. So, it is one of the factors why attitude is important in learning process.

Attitude is an essential factor which influences success or failure for learners. This statement is also supported by Khoir (2014: 1) he says one of part that can indicate the successful or unsuccessful learning a foreign language is students' language attitude. It plays a major role in arousing students' interest and motivation to learn a second language (Ba-Udhan, 2011: 151). It facilitates self-assessment and guides us to behave appropriately. Good attitude correlates with good result that is applicable in language learning. It means that if the learner has a good attitude toward learning foreign language, they will be more likely to be successful in achieving the target language.

According to Walqui (2000) in her book, she says the factors affecting language learning from the perspective of the learner can be mentioned as diverse needs and goals, peer groups, role models, starting age for language learning and pre-school support. From the perspective of the learning process, the factors influencing language learning could be outlined as learning styles and strategies, motivation, attitude and classroom interaction.

Khoir (2014:2) states that the language attitude is normally in line between thought and act. It means that, if a person has a positive attitude toward the



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language, will behave positively to the language. Then, when a person has positive attitude but the act is negative, it is commonly called a gap. It happens when the difference between the mind and the behaviour of students. In this case, the students may say they are proud of learning English but they feel ashamed when they are speaking in English.

Another factor that influences English achievement was students' perception. Huffman and Vernoy (2000:113) have stated that perception is the process of selecting, organizing, and interpreting sensory data into useable mental representation of the world. On the other hand, Worchel and Shebilske (1989, p.68) state that perception is the process of interpreting information. Thus, perception is an action in which someone gives the stimulus and response about something which happens in the reality.

Actually, the word Perception comes from the Latin words perception, "*percipio*", meaning "receiving", collecting, and action of taking possession, apprehension with the mind or senses". In psychology, philosophy and the cognitive sciences, perception is the process of attaining awareness or understanding of sensory information. In biology, perception is understood as "the mental interpretation of physical sensations produced by stimuli from the outside world". Here 'mental interpretation' has been interpreted as a process of constructing an internal model of the environment.

Furthermore, students' perception on teacher's teaching style and method that is used in the classroom is important to be considered. Tudor (In Kourieos & Evripidon, 2013) states that learners' view about effective language learning



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appear to be consciously or automatically direct their action which support their own learning and most importantly influence their positive response or resistance and dissatisfaction to teaching activities. Therefore, the identification of students' perception becomes the most important part to evaluate the methods that teacher used. It is aimed at knowing what students need for their learning activity to reach the learning goals.

Based on the explanation above, the writer conducted a research entitled: **“The Influence of Students' Attitude in Learning English and Perception on Implementation Scientific Approach toward Their English Achievement at SMA Muhammadiyah 11 Padangsidempuan”**.

1.2 Statement of the Problem

Based on the background and explanation above, in order to improve Indonesian student overall learning achievement, especially their English achievement, the 2013 curriculum has been published. But the 2013 curriculum can be implemented successfully by using Scientific Approach. Many factors can influence on implementing the scientific approach to gain positive achievement in learning English. They can be internal and external factors or maybe both of them. Among of them, based on researches have conducted before, the key factors that can significantly influence on implementing the scientific approach towards English learning achievement, are attitude and perception factor. Those factors will be examined in this study after all. From the explanation above at SMA Muhammadiyah 11 Padangsidempuan in the context of teaching English it is not known whether the attitude in learning English and perceptions about the



implementation of the scientific approach have an influence on students achievement.

1.3 Limitation of the problem

This research was focused on investigating the influence of students' attitude in learning English and perception on implementing the scientific approach in learning English toward English achievement at SMA Muhammadiyah 11 Padangsidempuan. Then, the limitation of population in this study was eleventh grade of SMA Muhammadiyah 11 Padangsidempuan and all population was served as respondents. However, few studies had been conducted to see the influence of students of attitude and perception in learning English toward their English achievement at Senior High School level. In this regard, this study, through small in nature provided a picture on achievement level of senior high school students affected by attitude and perception. Moreover, data dealing with students' attitude and perception were by using questionnaires and documented data were used for English achievement.

1.4 Research questions

Based on identification and limitation of the problem above, three research questions were formulated as the following questions:

1. Is there any significant influence of students' attitude in Learning English toward their English achievement at SMA Muhammadiyah 11 Padangsidempuan?



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2. Is there any significant influence of students' perception on implementation scientific approach toward their English achievement at SMA Muhammadiyah 11 Padangsidempuan?
3. Is there any significant influence of students' attitude in learning English and perception on implementation scientific approach toward their English achievement at SMA Muhammadiyah 11 Padangsidempuan?

1.5 Purpose and Objectives of the study

The purpose of this study was to examine the influence of Students' Attitude and perception on implementing the scientific approach toward their English Achievement at SMA Muhammadiyah 11 Padangsidempuan. Specifically, the study was done to fulfil the objectives that could be stated as follows:

1. To find out the influence of the students' attitude in learning English toward their English achievement at SMA Muhammadiyah 11 Padangsidempuan
2. To find out the influence of the students' perception on implementation the scientific approach toward their English achievement at SMA Muhammadiyah 11 Padangsidempuan
3. To find out the influence of the students' attitude in learning English and perception on implementation the scientific approach toward their English achievement at SMA Muhammadiyah 11 Padangsidempuan.



1.6 Significance of the study

The significance by conducting this study are:

1. For teachers, the results of this study can help them to understand how to gain better student' English learning achievement by implementing scientific approach.
2. For student, this study can encourage and motivate them to learn English better and improve their English learning achievement in the future.
3. For further researches, the results of this study hopefully can be useful for another researchers as benchmark to their research in the same area.

1.7 Rationale of the study

This study was conducted to assess the influence of students' attitude and perception through implementing scientific approach toward English achievement. The improvement of students' attitudes and perception toward English is one of the keys to improve students' achievement in English. Unfortunately, negative attitudes and low perception on implementing some methods, such as scientific approach, might influence the students' English achievement. Language attitude is believed to be the factor that makes differences between achievement and accomplishment (Dehbozorgi 2012: 41). Personality and perception of students are determinant factor of student learning achievement. Thus, the increase in the personality and perception would give simultaneously effect on student achievement (Nabila, 2015: 39). Skills such as being critical, creative, flexible, and many behavioural qualities would enable leaders to be



strategically focused and achieve their roles as quickly and effectively as possible. (Muthann and Miao 2015: 65).

Then, the teachers' role as a facilitator in the class should find a way to help the students improve their achievement. In addition, academic achievement is a standard of the students' successful in learning. It means that when students get high achievement, they would get success in achieving or gaining their goal, in the other words, when the students do not get success in achieving their goal, it means that the students have low in achievement.

The phenomena about achievement above meant that the teacher should give the students chance to be creative in solving the problems and have a positive attitude and perception toward the English subject. So that by knowing some students' factors that influence students' achievement, it would be very important not only to the students as object of education but also for teachers and all stakeholder of school to improve the students' achievement, especially in English achievement.

1.8 Definition of Key Terms

To avoid the perception and similarity concepts in interpreting the term it is necessary to emphasize some terms as follows:

1. **Attitude** refers to our feelings and shapes our behaviours towards learning (Inal, Evin and Saracaloglu). It is a psychological phenomenon that is usually manifested in the form of behaviour or action. This study focused on student's attitudes toward English. In this study, attitude referred to the behaviour of the



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students at SMA Muhammadiyah 11 Padangsidempuan toward English learning achievement.

2. Learning English : learning taken from word “learns” means gain knowledge or skill in a subject or activity. Hornby, (2004:244). Brown (2007:7) is also stated that learning is acquiring or getting knowledge of a subject or skill by study, experience or instruction. Furthermore learning is the process of gaining understanding that leads to the modification of attitudes and behaviors through the acquisition of knowledge, skill and values, through study and experience. Learning English is gain knowledge or skill in a subject or active or the process of English gaining understanding that leads to the modification of attitudes and behaviours through the acquisition of knowledge, skill, and values, through study and experience. Learning in this research meant that the process or activity that happened whether individually or collectively in getting knowledge and the changes of good behavior and attitude

3. Perception is the entry process of messages or information into the human brain. Through the perception, human can make a relation with the environment. This relation is done through the senses. There are sight, hearing, touch, taste, and smell. It can be inferred that the perception is a process which is preceded by the sensing process. That is a receiving stimulus process by the individual through the sensory organs or also called sensory processes (Walgito: 2003).

4. Scientific approach is an approach that adopts the scientist steps in building knowledge through scientific method. The scientific approach may be familiar



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with scientific thinking skills, the development of "sense of inquiry" and critical thinking skills (Vito, 1989).

5. English achievement: achievement is a power to accomplish a test of knowledge or skill (Morgan, 1989: 3). Result of learning activities or students' English achievement that stated in form of symbols, numbers, letters, or words that may reflect results that have been achieved by the students in a given period of students' achievement in English subject. In this study, English achievement referred to the result that the students at SMA Muhammadiyah 11 Padangsidempuan got in English subject.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Learning English

English language has been commonly accepted as an active universal language in the world. People who study English language consider it as their personal proficiency. Therefore, nowadays many people, particularly students, ought to master English language. Mastering English language is an important value for the students to have. By mastering the language the students can improve themselves both in academic and life skill. Once the students can comprehend it, he or she can be well-accepted by the society. The language widely used as a means of communication in the world is English. It is an international language in the world. So, it is important for people to learn it. Particularly in Indonesia, English is one of foreign languages. It is the most famous foreign language which is taught from elementary school up to university school level. By learning English, the students are expected to absorb and keep up with the development of science, technology and art. The teaching of English is focused on the ability of learners to be capable of mastering the four language skills, namely: listening speaking, reading, and writing (Depdiknas, 2003: 6). The learners should have abilities in reading and listening to support their speaking and writing.

Douglas said that “learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction”. Learning is one of



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important things in educational process because it is inseparable in teaching. Students can have or gain new ideas and information from what they have learnt. Through learning, students also can get knowledge. These things happened in all kinds of learning includes language learning (Harmer:2007).

The American Oxford Dictionary defines learning as “knowledge that you get from studying”. In the words of (Brown, 2001, p.1): Language learning is not a set of easy steps that can be programmed in quick do-it-yourself kit. So much is at stake that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of second language. Internal and External Factors Influencing Learners’ Success in EFL.

Learning a second language is long and difficult process, because the learner acquires new things which affect on his behavior, Brown (2000, P. 7), believed that: Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, a total involvement, total physical, intellectual and emotional responses are necessary to successfully send and receive messages in a second language. There are many reasons why people learn language, especially English. Many people learn English because English is useful for international communication. Some students learn English because it is within curriculum so they need to learn it.

Moreover Harmer (2007) said that “ The purposes students have for learning will have an effect on what it is they want and they need to learn and as a



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result will influence what they are taught”. Each of students have purpose in learning, there are many reasons why they learn. Consideration of our students’ different reasons for learning is just one of many different learner variables. As revealed by Harmer (2007).

a. Different contexts for learning

English is learnt and taught in many different contexts. There are two different contexts for learning.

1. English as a Foreign Language (EFL), many people need to learn English because it as means for international communication.
2. English as a Second Language (ESL), many people use English in the target language community (a place where English is the national language). They need to learn the particular language variety of that community to combine their English with knowledge of how to do things in the target language community.

b. Learner differences

There are many factors in describing learners based on:

1. Age, it consists of young children, adolescent, and adult learners.
2. Aptitude, some students are better at learning than others.
3. Good learners, they can find their own way without always having to be guided by the teacher through learning tasks, who are creative, and who make their own opportunities for practice.
4. Learner styles consist of visual, auditory and kinesthetic styles.



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5. Language levels, teacher of English generally make three basic distinctions to categorize the language knowledge of their students, beginner, intermediate, and advanced.

2.1.1 Learning English as a Foreign Language

The knowledge of foreign language is nowadays regarded to be essential needed. It is to engage in the interactive affairs. However, every person has different reason. For a businessman, for instance, need master English in order he gets a success in his transactional with his partners from other countries. A student of university thinks that master English is a must in order he can gain the success in reading comprehension of some English resources. In short, everyone has his own compelling reason to learn a foreign language (Nunan, 2004: 77).

In addition, Oxford (2003: 6) states that foreign language learning is often viewed as a process of acquiring a language that does not have immediate social and communicative function in the society where it is learned with regard to the status of the new language in the society. When a person learns a foreign language is faced with set of complexities. The complexities do not relate only to the aspects of the language that should be acquired but also to the language within the environment of one's own culture. Brown (2000: 136) states that the learning language can be defined as learning a language in one's own culture with few immediate and under spread opportunities to use the language within the environment of one's own culture.

Meanwhile, in the mode of any learning, including foreign language learning, Stern (1983: 338) proposes that the learning process is determined by



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learner characteristics, the social context, and the condition of learning. Learning characteristics according to him are age and sex, cognitive characteristics. Cognitive characteristics in this case, involve general learning abilities, language learning aptitude, previous learning experiences and cognitive learning styles, as well as affective characteristics such as attitudes, motivation, and personality.

Meanwhile the social context according to him involves linguistics, sociocultural, and socioeconomic factors. The linguistics factor concerns the language situation or the background involving the target language and the learner's own language. The social factors also cover the difficulties in social classes and occupations as well as culture and religion. These aspects according to him will affect the attitudes of the society. Then, learning condition are language learning that includes inside the target language environment and language learning in the classroom.

Besides, the current issue related to the coming of the twenty-first century is the fast development of science, technology, and art. The development of technology in information and electronic devices, for instance, will make students feel and realize that the world gets smaller and the interdependency among nations grows up. In line with it, it required to provide human resources that have the ability to communicate in English.

Why should it be English? Being spoken by at least one billion and a half users all over the world (Stevens, 1987: 56), English becomes the language for many aspects of human life. In terms of transferring science, technology, and art, it is regarded as a window to see every development that happens. A number of



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activities in trade, political affairs, art and culture, and even in sports are done in English. These facts show the predominant role of this language so that every nation should learn and master it in order not to be left behind by other nations.

Because of its importance in the economic, scientific, and political worlds, our government gives English a special status in school curricula. English is the first foreign language which is taught as a compulsory subject vocational or SMK schools. This policy is aimed at enabling students to communicate in English so that they are able to absorb and develop science and technology, arts and culture, and to promote good relationship with other nations.

2.1.2 Achievement in Learning English

Definition of learning based on NSIN research matters (2002) is reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge. It means that, learning is a process of experiences that learners develop over time. According to Merriam - Webster dictionary, the definition of learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something. So, learning is a process that involves not only getting knowledge but also form of experiences and so on. Similarly, Brown (2000: 7) states that learning is a relatively permanent changes in behavioural tendency and it is the result of reinforced practice. In other words, learning is a change in behaviour and needed a reinforcement to reinforce it. It implies that learning started when human was born until the end of their life.



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Learning is a process not only getting lessons from the formal education but also getting knowledge from daily events happened in their life. In other words, people can be called learning if they always want to change their behaviours, abilities better than in the past. So, learning can be described as permanent change in behaviour of an individual based on his/her experiences or discoveries. It means that the process of experience or discovery lead to a new understanding and enable to acquired knowledge in new situations. Then, knowledge acquisition involves process that transforms data from experience into organized information. In short, a permanent change in behaviour due to experience.

Suharto (2003: 40) states that the process of learning is formed by three components. They are the input, process, and output. The input is closely concerned with the student whose behaviour will be shaped and changed; the process is closely related to the teacher that conducts the process of learning; and the output is closely related to the learner whose behaviour has been shaped as the result of the learning process.

Learning is a complex process, much more complex than the stimulus-response connections envisioned by behavioural psychologists or the information processes conceived by the cognitive psychologists who succeeded them (Jonassen and Missouri, 2000: 1). It can be assumed that learning is not a simple process as we think; it is a complex mental process that related to psychology. In Psychology of Education (PDE 106), it states that learning is at the heart of perception, thinking, imagination, reasoning, judgments, attitudes personality



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traits, systems of value, and the development and organization of the activities that constitute personality of the individual. It means that, learning is combinations of cognitive and affective domains that determine personality of people.

Brown (2000:7) defines learning as acquiring or getting of knowledge of a subject or a skill by study experience or instruction. In addition, Brown classifies the term “learning” into several components as follows:

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside the organism.
5. Learning is relatively permanent, but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.

Learning is a change in behaviour.

Meanwhile, Kimble and Garnezy in Brown (2000:7) define learning as relatively permanent change in a behavioural in tendency that occurs as a result or reinforced practice. Brown (2000:1) additionally states that language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. It is a long and complex ‘journey’ in which the learners explore all of their competences to think, feel, and so on.

Learning according to Smith (2003: 2) is viewed as a change in behavior. In other words, learning is approached as an outcome - the end product of some



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process. The depth or nature of the changes involved is likely to be different. Some years ago Säljö (1979) in Smith (2003: 2) carried out a simple, but very useful piece of research. He asked a number of adult students what they understood by learning. Their responses fell into five main categories:

1. Learning as a quantitative increase in knowledge. Learning is acquiring information or 'knowing a lot'.
2. Learning as memorizing. Learning is storing information that can be reproduced.
3. Learning as acquiring facts, skills, and methods that can be retained and used as necessary.
4. Learning as making sense or abstracting meaning. Learning involves relating parts of the subject matter to each other and to the real world.
5. Learning as interpreting and understanding reality in a different way. Learning involves comprehending the world by reinterpreting knowledge.

Based on what has been already described, it can be concluded that in terms of language learning, including English learning, the change of behavior covers the mastery of the forms of the language, the mastery of the meaning that are expressed by the language forms the capacity to use the language with maximum attention to communication and minimum attention to form, and the creativity of language use. As these capabilities need a long time to acquire, while in the context of school system there is only limited time, an evaluation on the learning progress is needed in order to know whether it corresponds with the objective of the instruction or not.



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Learning achievement can be defined as the results of an individual or group of individuals in a school subject or activity. The term achievement can also be defined as something which is achieved or done successfully with efforts and skills (Hornby, 1989: 8). Webster (1968: 16) talks about achievement as results accomplished by a student in a course: quality and quantity of a student's works during a given period. Achievement can note final accomplishment of something noteworthy, after much effort and often in spite of obstacles and discouragement.

Finocchiaro and Sako (1983: 15) put forward their opinion that the evaluation of language learning progress refers to the evaluation of the amount and degree of the control of discrete language and cultural items and of the integrated language skills acquired by the students within a specific period of instruction in a specific course. What is meant by evaluation here is a process of delineating, obtaining, and providing useful information for judging decision alternatives (Stufflebeam et al., 1971 in Silverius, 1991:4). The judgment is either about a person with his abilities, his interest, his personality, or his learning or performance, how well he has learned the knowledge and skill that form the essential objectives of a subject area (Gorman, 1974:410). Usually in the context of English language learning, the focus of the judgment is limited only to how well the students have learned the knowledge and skills in English.

Gorman further states that there are many techniques that can be used a basis for making a judgment. Some are more informal such as observation, interview, or evaluating a creative production. Some other techniques may involve assigning a numerical value to the performance or to a quality of the person



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according to some rule, or in other words measurement. This latter category includes the following:

1. Tests-measures which involve problems or questions relating to knowledge or ability.
2. Assignments-paper, project, homework which students do individually or in groups.
3. Inventories-measures which contain questions about one's interest or personality.
4. Rating scales and checklists-measures that contain statements or phrases which reflect various aspects of performance or behavior.

In Indonesia, the most commonly used types of evaluation techniques in vocational schools are assignments and tests. The form of assignments that students usually have to do is home work. Meanwhile, in tests students are commonly called for to answer a number of problem-type questions. Tests are most often constructed by teachers for formative and sub-summative evaluations, while for the summative evaluations and final examination the tests are constructed by the local government committee.

The students' learning achievement can be shown in the form of a test result or report. In this case there are series of tests that should be given to the students during the whole semester. They are sub-summative tests, summative tests, and co curricular tests (Harris as quoted by Rokhayati, 2005). According to him, summative tests are the tests used to measure the students' achievement of



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all the objectives at the end of every semester. Meanwhile, co-curricular tests are extra tests to be done by the students at home.

Based on the definitions above, it can be concluded that students' learning achievement are:

1. the representation of quality and quantity of a student's works during a given period accomplished after effort, obstacle or discouragement.
2. the representation of quality or quantity among Vocational School Students is achieved through assignment, evaluation, sub-summative test, summative test given by their teachers.
3. the representation of the results of an individual or group of individuals in a school subject or activity that are shown in the form of a test result or report.

From the definitions above, it can be said that learning is a process done by people to get a better result of the society interaction. It can be indicated by people's changes from interaction among other people or with his environment. This process can happen in a day, a week, a month or even for many years.

2.1.3 Nature of Achievement

Achievement is very important in learning process because toward achievement we can know about the ability of students in learning process and we can measure fruitfulness of students in learning process. The word 'achievement' derives from 'achieve' which means to succeed in reaching a particular goal, status or standard especially by effort, skill, courage (Hornby, 1995: 10). It means that to achieve particular goals, it needs an effort to reach it. In addition, Naderi,



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Aizan, Sharir and Kumar (2009) state that achievement in education includes high performance on tests, passing courses, and completing degrees. They also say that the academic achievement is strongly influenced by demographic and psychological factors. It can be assumed that, to see how far the students have learned in learning process, kinds of tests are needed to measure it. Then, academic achievement is not only influenced by psychology factors, but it also might be influenced by other factors such as demographic factors.

Achievement is the abilities of the students after receiving a learning experience. Student achievement are essentially changes include the areas of cognitive, affective and psychomotor oriented learning process experienced by students (Sudjana, 2005: 2). Meanwhile, Dimyati and Mudjiono (2006: 3), state that students' achievements are the result of an interaction acts and acts of teaching and learning. In terms of teachers, teaching acts ends with the evaluation of learning achievement. In terms of students, achievement of the summit was the end of the teaching-learning process.

Nabila (2015) states that achievement means a standardized series of educational test to describe what the students have learned which they have done with their effort and skill. It means that achievement is the way to measure and describe students' ability that designed by test. Nabila also states that the concept of achievement consist of three aspects namely knowledge, skills and attitudes. In other words, achievement is considered as a key of criterions of test to see how the students have already done in learning process.



An Achievement test provides evidence about a student's status or level of learning. They may deal with knowledge of facts and principles in complex and usually life like situations (Payne 2003:450). In general, it can be concluded that achievement is the progress that the students make in their learning. Achievement can be measured with either standardized or teacher made tests. The test is used to describe performance in the subjects of the curriculum.

According to Payne (2003:449) an achievement test measures:

1. The effects of special programs
2. The effects of a relatively standardized set of experience
3. The effects of learning that occur under partially known and controlled conditions and
4. What the individual students can do at a given point in time.

Meriam – Webster Collegiate Dictionary (2004: 10) asserts that there are three definitions about achievement, they are:

- (1) Achievement is the act of achieving, accomplishment
- (2) a. Achievement is the result gained by effort
 b. Achievement is a great or heroic deed
- (3) Achievement is the quality and quantity of a students' work.

In education area, achievement is as a standard of learners' success in learning. It is determined with scores decided by the institutional of education itself. This achievement is given in the end of teaching and learning process based on students' performance during study, especially in the school; the achievement is given by the teachers.



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In short, it means that something done successfully with efforts. So, achievement in learning means the results that the students get by doing activities like exercise and test in a learning process. In this research, learning English achievement is measured from students' achievement in mastering the language skill; they are receptive skill (listening and reading) and productive skills (speaking and writing). It can be meant the result that achieved by students in learning process. In this study, the learning achievement refers to the students' achievement in English subject of the students of SMA Muhammadiyah 11 Padangsidempuan. The teachers have to make some tests to get students' achievement.

Learning achievement is a sentence consisting of two words namely achievement and learning. Between achievement and learning words have different meanings. Therefore, before understanding learning achievement, it is worth discussion is directed at each issue in advance to gain further understanding about the meaning of words and learning achievement. It is also to facilitate in-depth understanding of the meaning achievements of learning itself. Below will put forward some sense of achievement and learning according to experts.

Achievement is the result of an activity that has been done, created both individually and in groups (Djamarah, 1994:19). Meanwhile, according to Dahar in Djamarah (1994:21) that the achievement is what has to be created, the results of a job, pleasing results are obtained with tenacity the way of work. Achievement is important thing to measure how far our effort and skill can be reach. It is as a result of our activity which we have done, especially in learning. Hornby said



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„Achievement is a thing done successfully, especially with an effort and skill.” (Hornby: 1995). Achievement is the act of achieving or performing, an obtaining by exertion, effort and skill successfully.

”Achievement is considered as the drive and energy students bring to school work in desire to make progress in their learning and achievement.” (Kevin Barry and Len King: 1998). It means achievement is the result that students obtain after following a teaching learning process in certain period of time. As such, the concept of achievement is critical to effective teaching. For a teacher, students’ motivation is important because motivation can serve as both an objective in itself and a means for furthering achievement of other educational objectives. As an objective, motivation becomes one of the purposes of teaching (Gage and David C. Berliner: 1988). Teachers make assumption about what motives or facilitate achievement based on what students do in the classroom-their performance, their behavior, how they respond to the teacher and classroom tasks, and so forth (Grant and Sleeter: 2007).

From the definition set forth above, clearly visible differences on certain words for emphasis, but the point at which the outcome of an activity. For that, it is understood that the achievement is the result of an activity that has been done, created, pleasing, obtained with tenacity the way of work, either individually or in groups in certain activities.

According Slameto (1995: 2) that learning is a process of one's efforts to acquire a new behavior changes as a whole, as a result of his own experience in interaction with their environment. In simple terms of understanding learning as



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propounded by the above opinion, can take an understanding of the nature of learning activity is a change that occurs within the individual. Meanwhile, according Nurkencana (1986: 62) suggests that learning achievement is the result had been achieved or acquired form of the subject child. It added that learning achievement is the result of which resulted in changes within the individual as a result of activity in learning.

After tracing the above description, it is understandable that learning achievement is the result or level of ability that has been achieved by students after attending a teaching-learning process within a certain time in the form of changes in behavior, skills and knowledge and will then be measured and assessed and then realized in numbers or statement.

There are many factors that influence students' learning achievement, such as, students' behavior in learning, teacher, teaching and learning process in the classroom, environment, etc. The students will be success in learning if they have achievement, so learning achievement is important because it can determine students' success in learning with effort and skill.

2.1.4 Factors Affecting Learning Achievement

There are many factors affecting students' learning achievement. Factors that influence learning achievement can be divided into two general groups these are internal and external factors. It is supported by Suryabrata (1983: 1) he states that factors influencing students' learning achievement are factors that come from students' external and internal sides. In short, both students' external and internal factors can affect students' achievement.



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a) Internal Factor

Internal factors mean factors inside the students that influence them in learning English. There are two general groups in internal factor, namely; physiological factors and psychological factors.

b) Physiological factors.

In physiological factors, there are two kinds of conditions, they are; general physiology condition and particular physiology condition. General physiology condition influences students learning process based on students' healthy condition. A student who is sick or has bad health condition has weak physic, so their sensory and motorist nerve become weak and they will be difficult to learn or study. Particular physiology condition that related to the function of five senses in learning process especially sight and hearing, and also another physical defect will disturb students' concentration in learning process.

Psychological factor is divided into two types; these are cognitive and non-cognitive variable. Cognitive variable consists of talent and intelligence. While, non-cognitive variables consist of; interest, motivation and students' maturity.

The external factor is learner subjects for example English because of the influence from outside. They need to learn English because there is English lesson at school.



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Meanwhile, other factors that affect the learning process are:

a) Maturation

Learning depends on mental age. Before learning takes place the sensory motor and previous structure should reach a certain level of maturity. Mutual exploration of both muscles and brain are necessary in any skill learning situation.

b) Observation

The ability for observation is a prerequisite for good perception and consequently for learning. Learning process is affected by observation. An individual observes process, behaviour and phenomena and later copy them in his own way.

c) Insight

Insight also plays an important part in learning. Insight is defined as a sudden flash of thought or solution in mind that helps one to face a problem solving situation.

d) Attention

Attention plays an important role in the education, and training process. Attention was associated earlier with will, judgment, reasoning etc. but attention is a selective activity of our consciousness. Attention is not a power of the mind. It is not static.

e) Interest

Interest is an inner disposition or tendency of readiness to perceive. Interest therefore elicits attention. Effective learning requires assimilation and



interest. Creating interest in learning is a principal function of the instructor as interest forms the prime basis of learning.

f) Motivation

Motivation leads to attain objectives and goals. Motivation is also one of the psychological factors that give much effect on language learning.

g) Fatigue

Cause of fatigue is loss of energy, loss of oxygen, limited storage of energy, loss of interest, development of dislike etc. Mental fatigue is caused by loss of interest and monotonous of learning.

2.1.5 Measurement of Learning Achievement

There are many ways to see the achievement of a certain subject but the simple way is test. Testing is very important in the teaching and learning process. The form of high stakes test in Indonesia is the national examination. It is the final step that every student must face in order to graduate from a certain level of education. National examination determined the standard of education explicitly in number. In our education system, the evaluation test has been long used at the end of teaching and learning process. There are evaluations test such as, chapter test, mid semester test, semester test, and national examination test.

Achievement means the proficiency that students have in their learning process. It is an indicator that what students get in their learning. There is a kind of test to measure it, and it is called achievement test. It indicates information that students have mastered in learning process. It is designed in the scores by test score or teachers' marks. In formal education system, academic achievement is



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the main criterion for measuring education system in reaching to academic purposes (Pour, 2015:144). It can be assumed that, academic achievement is the way to measure of education system in other to get some academic purposes. It is quality and quantity of student's activity.

From the explanation above, achievement can be said as the accumulative result of learning process. It can be used to see how far the ability of the students. In English learning achievement, it can be meant as the result of English learning process that the students get from the teacher in form of score. The score can be a test that a teacher makes or a kind of standardized test. Schooling achievement is measured by the grades pupils obtain in the different taught subjects (Berlin and Tavani, 2013: 1). It means that developed and gained knowledge in the school subjects is measured by the marks or scores that the students get.

2.2 The Nature of Scientific Approach

2.2.1 Definition of Scientific Approach

Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Longman, 2014). It means that scientific approach is a body of techniques for investigating phenomena, acquiring new knowledge, and correcting and integrating previous knowledge. Tang et al. (2009) says that scientific approach has the characteristics of "doing science".

This approach allows teachers to improve the process of learning by breaking the process down into steps or stages which contains detailed instructions for conducting students learning. These two ideas became the basic of



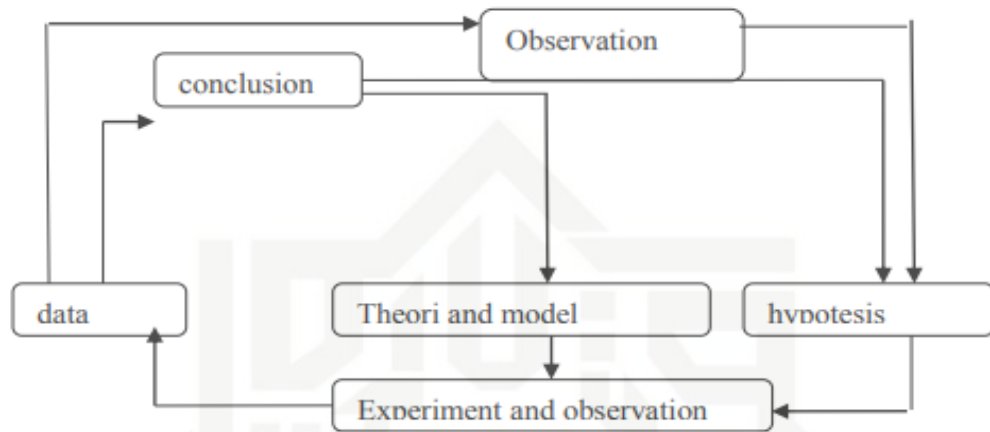
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using scientific approach to be the basis for implementing the 2013 curriculum. In accordance with the standard competence of the 2013 curriculum, learning objectives should include the development of the realm of attitudes, knowledge, and skills. Attitudes are acquired through activity: accept, execute, respect, appreciate, and practice. Knowledge was gained through the activity of remember, understand, apply, analyze, evaluate, and create. Skills were acquired through activities of observing, asking, experimenting, reasoning, serving, and creating (Kemdikbud, 2013a). So, the teaching learning process in scientific approach referred to the process of observing, asking, reasoning, experimenting, and establishing network for all subjects.

According to Alferd (1989) in Majid & Rochman (2014:3), the scientific approach is learning model of science thinking, the development of since of inquiry, and students' thinking ability. According to Longman (2014) in Zaim (2017:34), he said that scientific approach is the process of finding out information in science; any involves testing the ideas by performing experiments and making decisions based on the result of analysis. According to Ridwan (2015:50), he said that scientific approach used method of scientific is generally related observation needed for hypothesis formulation or collecting scientific method. it is generally based on the exposure of that data observation or experiment, and experimental activities can be replaced with activities to obtain information from the various sources. The are activities carried out in scientific activities in general as follows:

Figure 2.1
The components of Scientific Activities



The Components of Scientific Activity(Ridwan, 2014)

From the definition above, the researcher concluded that scientific approach a method in teaching process which uses activity sciences. They are is observation experiment and give conclusion.

Further, Kemdikbud (2013) and Hosnan (2014) state that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating. The activities of each steps can be explained as follows:

1. Observing.

There are two main activities that should be done to lead to the observing steps. First, the teachers give students a wide opportunity to do observation. The observation can be done through reading, listening, or seeing the object. Second, the teachers facilitate the students to do observation and train the students to observe the important things from the object. There are seven steps in observing process, such as:



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- (1) determining the object to be observed,
- (2) determining the purpose,
- (3) determining the way of observation,
- (4) limiting the object,
- (5) doing observation carefully,
- (6) reporting the result of observation, and
- (7) comprehending the result.

The activity of observing has the priority in togetherness of the learning process (meaning full learning). This method has superiority such as using real objects, creating the students' to be fun and challenged. So, the learning process is very useful to cultivate the curiosity. Using observational methods learners find the fact that there is a relationship between the object and the material. Observing activities in learning are as following steps: like:

- 1) Determined the object which will be observed.
- 2) Make observation guidelines.
- 3) Determined the data that needs to be observed, as primary or secondary data.
- 4) Determined where the object is observed
- 5) Determined how the observations will be performed to gather data in order to run smoothly.
- 6) Recording the results of observation.

The principles that teachers and learners should pay attention during the learning observation are:



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- 1) Involving the accuracy, objectivities, honesty and stay focus on the objects for learning.
- 2) Teachers and students should establish the procedure of observation.
- 3) Teachers and students should understand the results of observation and make the report.

In the observing activities, teachers open up the opportunities for students to make observations through viewing, listening, and reading activities.

2. Questioning.

Questioning functions to encourage and inspire learners to actively learn and develop questions of and for itself; to raise skills of students in talking, asking questions, and the other can answer logically, systematically using proper and correct grammar; to encourage students' participation in discussing, arguing, developing the ability to think and draw conclusions; and to build an attitude of openness to give and receive opinions or ideas, enrich vocabulary, as well as developing social tolerance in gregarious.

In the activity of questioning teachers should be able to make students to ask the questions. About the result of the object of his observation from concrete to abstract results and facts. So, through this question and answer, students are expected to develop the curiosity. The expected competencies in questioning is to develop creativity, curiosity, ability of formulate questions to form the critical mind needs in intelligent live and lifelong learning.



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3. Experimenting.

In experimenting, the steps are preparation, working, and follow up.

There are five activities that can be done in experimenting, in can be seen detail in below:

- a. Grouping students into several groups,
 - b. asking students to discuss,
 - c. recording the finding,
 - d. supervising the learning process to ensure that all learners are actively involved in the discussion, and
 - e. directing the group that need help.
4. Associating.

Associating is the ability to analyze and associate the information occurred within the group. Associating is the process of analyzing the information to find the relationship between one information to other information and to find the patterns of interrelationship of the information so that one can make conclusion from the patterns found.

Associating is one of the processes in the learning of a scientific approach. This activity serves to enable teachers and students to be active in learning. The meaning of associating is thinking logically and systematically over the observable empirical facts to conclude the knowledge. This activity is carried out to find the link age of the learning approach information's model with other information, find patterns of linkage information. The expected competence is to develop honesty, careful, discipline, obedience rules, hard



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work, and the ability to apply procedures and think inductive as well as in deductive of concluding.

5. Communicating.

Communicating is the ability to conclude the facts that have been observed and experimented. There are four activities that can be conducted in communicating steps, they are:

- 1) asking the students to read their work to the class,
- 2) asking each group to listen well and provide additional input with regard to the work of each group,
- 3) giving explanation after the group discussion ended, and
- 4) structuring tasks and providing opportunities to the students to demonstrate attitude, skills, and understanding of the substance of learning given.

The scientific approach is an approach that adopts the scientist steps in building knowledge through scientific method. The scientific approach may be familiar with scientific thinking skills, the development of "sense of inquiry" and critical thinking skills (Vito, 1989). Hosnan (2014) asserts that the scientific approach is a learning process that is designed to keep the students active in constructing the concepts, laws, or principles through the following stages; identify or find the problem, formulate the problem, formulate hypotheses, collect the data with a variety of techniques, analyze the data, make a conclusion, and communicate the concept, laws or principles. There five steps of scientific approach in the teaching and learning process. They are observing, asking, collecting the data, associating, and communicating.



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6. Exploring

In the activity of exploring has the goal of developing learning, on attitude, skill, and knowledge. The real activities are as follows:

- a) Determining the theme or topic according the curriculum.
- b) Learning how to use the materials provided.
- c) Learning the relevant theories.
- d) Conducting and observing experiments.
- e) Making analysis and present data.
- f) Making a conclusion from the experimental results.
- g) Making a report.

In order to reach the fluent experiment, they are the some activities that should be conducted as follows:

- a) Teacher should formulate the object of the experiment to be implemented by the students.
- b) Teacher and students prepare the equipment used.
- c) Need to take into account of the place and time
- d) Teachers provide worksheet for instructional activities of pupils.
- e) The teacher explains the problem to be experiment.
- f) Giving worksheet to the students.
- g) Students do experiments with teacher guidance
- h) Teachers collect student work and evaluate them.

Learning activities in experiments approach through uses three stages, namely; preparation, execution, and follow-up. There are some stages of experiment are described below:

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(1) Preparation

- a. Determining the purpose of the experiment.
- b. Providing materials
- c. Preparing experimental place
- d. Considering the security issues in order to reduce the risk that arise
- e. Providing an explanation of what the student should do, including prohibited or dangerous things.

(2) Implementation

- a. During the experimental process the teacher counsels the experimental process. Teacher must provide motivation to the students that they can solve the difficulties encountered during the experiment.
- b. During the experimental process the teacher should pay attention to the situation.

(3) Follow-up

- a. Students collect reports of experimental results to teachers.
- b. The teacher examines the experimental results of the students.
- c. Teachers provide feedback to learners on the experimental results.
- d. Teachers and students discuss issues encountered during experiment.
- e. Teachers and learners check and save all materials used
- f. Networking

In this activity students have to build networking to create communicate. Collaborating with friends is one of the ways to build students' ability in creating networks. The teachers should give an opportunity to the



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students to ask with friends, create good fellowship, and teacher must guide the students to conduct more appreciation to others. Students also should also be taught more confident, without the students' self-confidence it will be difficult to work with others.

The last activity students are expected to communicate the results of the work that has been completed. The results are presented in front of the other students and assessed by the teacher as a result of group learning. There the students are also expected to comment on suggestions or correct what friends have shared. The competence in network building is to develop the intrapersonal skills, interpersonal skills, and organizational skills. These intrapersonal skills are to motivate themselves in order to build the network. These interpersonal skills serve to cultivate sense of empathy for others. Then this organizational skill serves to recognize the organization.

The developed skills above are soft skill that students needed to build the network. When building this network from an early age, make the students' will achieve successful the future in life. Students who have a good soft skill will be able to establish cooperation and take the initiative and courage.

Scientific approach has six steps they are is observing, questioning, exploring, associating, communicating and networking. Teaching use scientific approach in the learning as a way to guide the students in process of observing the concrete objects and artifacts in the world around them into the



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abstract concepts. Each steps in the process is crucial. So, the teacher must applied all them of the scientific approach.

2.2.2 Principles of Learning in Scientific Approach

According to Lazim (2014:2) the principles of a scientific approach in learning activities are as follows:

- 1) Student learning centred.
- 2) Learning of the students' self-concept.
- 3) On avoid verbalism
- 4) Learning to improvement of the students' thinking ability.
- 5) Learning to improves the students and teacher motivation
- 6) Provide opportunity for the students to practice in communication skills.
- 7) The process of validation of concepts, laws, and principles that are constructed by the students in their cognitive structure.

In the learning activity in scientific approach the students is centred learning. The teacher gave the motivation student's to improvement their skills. And then the students practice the skills.

2.2.3 Assesment in Scientific Approach

It's an assessment to assess the quality of learning and the student abilities. And serve to establish the competence of learners. In the process of learning, the assessments are made to assess the student's activity, creativity, and achievement. This assessment is aimed in improving the learning process and improving the quality of the curriculum. In the 2013 curriculum there are several assessment methods. Each these assessment methods already had an assessment standard that

has been determined by pemdikbud No.66 in 2013 on education standard. In this case, the assessment consists of attitudes, knowledge, and skills of the students.

According to Ridwan (2014: 204), the instrument rules which consist of the assesment of attitude, knowledge, and skills assessment are the following:

1) Evaluation of attitude

The teachers perform this assessment with observation, self assessment, and peer evaluation by the students. The instrument of this assessment is a checklist or assessment scale accompanied a rubric, and a journal of the teacher.

- 1) Observation is an evaluation technique that used the a five senses. This assessment used the observation methods that the has the indicators to be observed.
- 2) Self-assessment is the assessment that students are asked to find the advantages and disadvantages in themselves. The instrument used is a sheets self-assessment
- 3) Peer evaluation is an assessment that asks students to judge each other in terms of service. This assessment is intended to look at the character of the students and supervise their daily activities. The importance of this assessment should be able to find out the advantages and disadvantages of the students themselves.

2) Assessment of knowledge

The teachers perform the judgment with 3 kinds of assignment. Those are written tests, oral tests, and assignments. The explanations are follows:



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1. This written test is about double questions, stuffing, short answers, right-wrong, matching, and equipped with scanner locks.
2. An instrument of oral test is the teachers should make a list of questions to perform this oral test.
3. An instruments assignment is the teacher given a homework that is done by themselves or in groups. This assessment aims to measure students' ability in the learning process and in addition to introspection of teachers in providing materials.

3) Evaluation of skills

This assessment is for participants who have certain competencies. It is conducted by practicing, learning tasks and using portopolio assessment. This assessment should also have a rubric to give students' motivation to improve their skills.

2.3 The Nature of Attitude

There are many factors that might cause students' low proficiency in English. One might be attributed to students' motivation towards the English language. The other one is the students' attitude toward English as a second language. Attitude toward a particular language might be either positive or negative. Some learners may have a negative attitude toward the second language and want to learn it in order to prevail over people in the community but general positive attitude strengthens the motivation. Some individuals might possess a neutral feeling. Language attitude is an important concept because it plays a key role in language learning and teaching Awed Muhammad (2012).



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Based on the theory of the planned behaviour, Montano & Kasprzyk (2008) in Muhammad Jafre (2012:120) state that: “Attitude is determined by individual’s belief about the outcomes or attributes of performing the behaviour (behavioural belief), weighted by the evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcome will result from performing the behaviour will have a positive attitude toward behaviour. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behaviour will have a negative attitude”.

Brown (2000) defines attitude as “a set of personal feeling, or biases about races, culture, ethnic group, classes of people and language. He explains that attitudes, just like cognitive and affective developments in the human being, start affected by our contract with our parents or, peers, and other people we meet in as social psychological variable a key role in second language teaching Maedeh Karimabadi (2015).

McGroarty (1996) states that attitude has cognitive, affective and conative component: it involves belief, emotional reaction and behavioural tendencies related to the object of the attitudes, Siti Norliana (2008). in Fitzgerald (1997) stated most of the study believed that the children were not born with positive or negative attitudes, but as they grew, matured and interact with people and things around their environment, these attitudes grappled in their life Syahidah Rena, et al (2007).

Wenden (1991) definition of concept “attitude”. He stated that the term attitudes included three components, namely, cognitive, affective and behavioural.



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A cognitive component is a made up of the beliefs, ideas or opinions about object of the attitudes. The affective one refers to the feeling and emotions that one has towards an object likes or dislikes, with and against. Finally, the behavioural component refers to one's to consisting actions or behavioural intentions toward the object Atef Al-Tamimi, et al (2009). Gardner (1985) also a point out that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's belief of opinions about the referent. 'Attitude is thus linked to a person's value and belief and promotes or discourages the choices made in all realms of activity, whether academic or informal'. Gardner's argument led Wenden (1991) to present a comprehensive definition of the attitude concept. He classified the term 'attitude' into three interrelated components namely, cognitive, affective, and behavioural. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. The behavioural component involves the tendency to adopt particular learning behaviours.

Attitude plays an important role in second language learning as it determines to a large extent the learners' behaviours, i.e., action taken to learn, or efforts exerted, during the learning process (Alkaff, 2013: 107). Attitude can be defined as the behavioural outcomes of perceptions. In other words, it means reactions which based on individuals' feelings. Krech et al. (in Mar'at 1982: 56) propose four ways of attitude formation toward objects. They are as follows:



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- a. Attitude is formed to fulfil the needs. Having the needs makes one form attitude toward object he is facing.
- b. Attitude is formed because the information one has. One of the attitude components is cognition which can give perception of objects he has. The perception is attained when he has information from knowledge, ethics and aesthetic which make belief toward the object. Having the belief forms attitude toward the object.
- c. Attitude is formed because the individual is a member of group. The individual's attitude tends to reflect belief, value, and norm of his group.
- d. Attitude is formed because of the personality. In the equation of attitudes among the members of group, it still can be seen that there are differences attitudes among the members. The differences are influenced by the personality of individual.

According to Samadani and Ibnian, (2015: 93), attitudes can be explicit and implicit. Explicit attitudes are those that we are consciously aware of and that clearly influence our behaviours and beliefs. Implicit attitudes are unconscious but still have an effect on our beliefs and behaviours.

According to Chaihiranwattana and Nookua (nd), they say that proficiency in acquiring a second language may also be influenced by attitude. In other words, it can be said that attitude can guide the learners to achieve second language proficiency. It is also stated by Gajalakshmi (2013), he says that student's attitude is an integral part of learning and that it should, therefore become an essential component of second language learning pedagogy. It assumes that, attitude is one



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of the major factors which cannot be separated from learning process especially learning a second language. So, learner attitudes have an impact on the level of L2 proficiency achievement.

Atchade (2002) states that attitude refers to the way of feeling, thinking or behaving of the learner. In short, attitude is kinds of emotions that the learners' have. According to Inal, Evin and Saracaloglu (nd), attitude refers to our feelings and shapes our behaviours towards learning. While, Chapman and Mcknight (2004) define attitude as the way a person looks at things mentally; it represents the overall mood in which people interpret what a person says and does. An attitude, thus, begins as a mental disposition towards people, things and events around us; subsequently it turns into actions and manifests in one's way of talking. It can be assumed that, attitude is feelings which have a strong impact on learner's behaviour toward learning process. Attitude is usually defined as a disposition or tendency to respond positively or negatively towards a certain thing such as an idea, object, person, or situation (Hosseini and Pourmandnia, 2013: 63). In other words, attitude has both positive and negative responses toward a certain thing. Attitude also can be seen as the way learners feel about learning a given language especially as this influences their learning ability.

Brown (2000: 168) adds "Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience". Each student has his own characteristics. The students come from different



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environment; there are male and female students, there are students with positive or negative attitudes, and there are slow learners and fast learners. Here it seems clear that there are many stimulants that lead to positive or negative attitudes of an individual.

2.3.1 Components of Attitude

The attitude concept has three components i.e., behavioural, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviourism, cognitivist and humanism respectively. In the following, the three aspects of attitude concept i.e., behavioural, cognitive, and emotional aspects are briefly described (Abidin, Mohammadi and Alzwari, 2012:121).

a. Behavioural Aspect of Attitude

The behavioural aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviours which characterize the members of the target language community.

b. Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge,



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checking new knowledge, and applying the new knowledge in many situations.

c. Emotional Aspect of Attitude

Feng and Chen (2009) stated that, "Learning process is an emotional process. It means that, there are varieties of emotions which activating students' expression derived as the result of activities in learning process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield. Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006). In short, learning foreign language can be influenced by learners' feelings and emotions.

Based on Udhan' study (2011: 173), the construct of attitude includes three components: cognitive, evaluative and behavioural. The cognitive component of attitude, involves beliefs or perceptions about the objects or situations related to the attitude. The evaluative part of attitude is formed when the objects or situations related to the attitude generate likes or dislikes. The third component, the behavioural one, appears when certain attitudes tend to prompt learners to adopt particular learning behaviours.

Another view of attitude structure is also the one held by Geen (1989:54). He argues that attitudes are multi-dimensional. He believes that there are three dimensions of attitudes consist of thoughts and beliefs, such as the belief that

science or religious faith can reveal truths. The emotional dimension involves feelings, of like or dislike. A person may like the idea that the shroud of Turin is authentic because it makes her on him feel more spiritual. The third dimension behaviour that is how people show their beliefs and feelings, such as publicly, announcing and the shrouds authenticity or undergoing a religious conversion.

Ostrom et al. (1994) state they are three types of responses when people show their attitude to other. It is familiarly called tripartite of attitude, they are:

- a. Affective responses: refer emotional feeling and psychological consequences of encountering or thinking about an attitude objects.
- b. Cognitive responses: refer to the facts, knowledge structures, beliefs, inferences, and assumptions made about the attitude object.
- c. Conative responses: refer to behavioural attentions and overt actions taken in regard to the attitude object.

According to Zafarghandi and Jodai (2012 : 5) , there are some outlines of questionnaires and their categorical structure toward students' attitude are as follows: interest in extracurricular English, interest in the international community, perceived utilities of English, attitude toward studying English, personality, organizational influence and attitude toward English class. Mantle-Bromley in Colak (2008: 27) explains the three components of attitude, namely, affect, cognition, and behaviour.

Chaihiranwattana and Nookua (nd) state that having positive attitude toward language learning is one of an internal motivation that will fuel students' desire to learn the language well. It assumes that, attitude is part of motivation



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which guides students' to learn the foreign language well. Hosseini and Pourmandnia (2013: 64) also state that positive attitudes on the part of language learners can cause the development of an integrative motivation and this can consequently facilitate second language progress. In short, positive attitude can facilitate the learners some progressions in second language learning.

In other words, level of L2 proficiency of students' achievement can be influenced by learners' attitudes. Learners with positive attitudes, who experience success, will have these attitudes reinforced. Similarly, learners' negative attitudes may be strengthened by lack of success Ellis (2002). In other words, positive attitude will help the learners to improve their achievement. On the contrary, negative attitude will make the learners avoid learning the second language, so that they will get low achievement.

Attitude factors cannot be seen, but a person's attitude can be inferred by observing his behaviour in situation of responding where he has a choice to select or choose positive or negative ways to respond it. It means that a person's attitude of learning an object can be inferred by giving a kind of questionnaire that consists of a number of statements about objects, event or ideas. We infer his attitude of learning the object to which the items that he refers. The result of the questionnaire can be used to determine whether he has positive or negative attitude to respond it. In this study, the researcher will give the questionnaire about attitude of learning English in junior high school level.

Attitude toward learning a language can influence the performance or achievement in the language. If the student holds positive attitudes toward the



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language, it will be affect to their performance in that language. According to Albalawi (2014:140), he states that in a language learning situation, attitude directs student's behaviour and achievement. It means that, students' behaviour and achievement in learning language can be influenced not only by attitude but also by situation. Attitude, not only influences students' achievement but also their desire to learn in general. Attitudes generally relates to a person's desire to study and interest. Attitudes play a very crucial role in language learning as they will appear to influence students' success or failure in their learning.

2.3.2 Measurement of Attitude

Attitude/Motivation Test Battery (AMTB) was developed by Gardner (1985) and used by many researchers to measure the various components of the socio-educational model of second language acquisition. Considerable amount of research efforts has been made, and is still being expended on the evidence that attitudes and motivation of learner is more closely associated with second language achievement.

Gardner (2005) claimed that AMTB is quite appropriate to be used in other countries and cultures where English is taught and learnt as a foreign language. He also stated that the results obtained from AMTB support the validity of socio-educational model. The AMTB is a very useful instrument in that it is designed to follow psychometric tenets which govern the questionnaire. It functions as the major components of Gardner's theory and includes 32 items.



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There are some factors that influence attitudes (Anwar, 2009:30):

a. Personal experience

It can be the basis for the formation of attitudes; personal experiences should leave a strong impression. Therefore, the attitude will be more easily formed when personal experience occurs in situations involving emotional factors.

b. Influence others that are considered important

In general, people tend to have a conformist attitude or direction of the attitude of people who are considered important. This tends among others to be motivated by the desire for affiliation and the desire to avoid conflict with the people who are considered important.

c. Influence of culture

Unwittingly steering line culture has instilled our attitude towards various issues. Culture has coloured the attitude of members of the community, because the pattern is culture that gives individuals experience public care.

d. The mass media

In the newspapers and the healthcare radio or other communications media, which supposedly factual news delivered objective likely to be influenced by the attitude of the author, consequently affect the attitudes of consumers.

e. Institute of Education and Religious Institutions

Moral concepts and teachings of educational institutions and religious institutions determine the belief system it is not surprising that in turn affects the attitude concept.



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f. Emotional Factors

Sometimes, a form of attitude is a statement that is based on emotion which serves as a sort of channelling frustration or alienation of the ego defines mechanisms.

From the statements of many experts above, it is important to summarize that an attitude is a mental process of a person toward an object. The mental process itself influences the person to act toward something. In language learning, this is the mental position or feeling toward what language learned. In this case, English is the object that is felt or thought by the students mentally.

A specific strategy for attitude measurement should be chosen which is appropriate for the type of attitude construct of interest, the type of learner, and the situation being examined (Henerson, Morris & Fitz-Gibbon, 1987). The procedures summarized above are those most often used. Others strategies are available, but attitude researchers are cautioned to select a technique appropriate to their research questions and a technique they are competent to carry out. In this research, the method of collecting the data will use five point Likert scale questionnaire survey. The five points are: Strongly Agree, Agree Undecided, Disagree and Strongly Disagree.

2.4 The Concept of Perception

There are so many theories related to perception emerged by the experts. Firstly, in the Kamus Bahasa Indonesia that states that the word perception refers to the “vision” or “response”. The term perception itself, according to Henry Clay Lindgren (1973) is revealed as follows:

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Next, according to Clifford T Morgan (1961):

“Perception is the process of discriminating among stimuli and of interpreting their meanings”.

Huffman and Vernoy (2000:113) state that perception is the process of selecting, organizing, and interpreting sensory data into useable mental representation of the world. On the other hand, Worchel and Shebilske (1989, p.68) state that perception is the process of interpreting information. Thus, perception is an action in which someone gives the stimulus and response about something which happens in the reality.

Actually, the word Perception comes from the Latin words perception, “*percipio*”, meaning “receiving”, collecting, action of taking possession, apprehension with the mind or senses”. In psychology, philosophy and the cognitive sciences, perception is the process of attaining awareness or understanding of sensory information. In biology, perception is understood as “the mental interpretation of physical sensations produced by stimuli from the outside world”. Here ‘mental interpretation’ has been interpreted as a process of constructing an internal model of the environment.

Although some people are facing a similar object, they may have different perception about it there are many experts that describe the relation between the peoples' experience and perception. Forgus and Melamed define perception as "the process of information extraction" (1976). Forgus and Melamed based their description of perception on cognitive structures and according to them, "perceptions are the processes that determine how humans interpret their



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surroundings”. According to Steward L. Tubbs & Stylvia Mors “Perception is an active process as one selectively perceives, organizes and interprets what one experiences. Interpretations are based on the perceivers past experiences, assumptions about human behavior, knowledge of the other circumstances, present moods / wants / desires and expectations.”

According to Altman, Valenzi and Hodgetts (1985: 85), perception is the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted. Furthermore, McShane and Glinow (2005) state, “Perception is the process of receiving information and making sense of the world around us” (p. 76). Gibson, Ivancevich and Donnely (1985) claim that perception is the process by which an individual gives meaning to the environment, it means that perception is someone’s point of view towards something.

Perception is the way people judge others with whom they contact. A person’s attitude to an idea or object determines what the person thinks, feels and how the person would like to behave toward that idea or object. The way students perceive a subject determines their success or failure in that subject (Dauda, Jambo, & Umar, 2016). Therefore, teacher should carry subject in a good way since teaching is approaches to creating environments for learning (Joyce and Weil, 1972). According to Surwatono (2018), perception is with all the students effort and roles as a classroom manager, source person, counselor, facilitator, orchestrator, researcher, model – teachers should be able to create opportunities for learning to take place.



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In short, perception is the process of interpreting on what happens in a certain surrounding area which is seen from someone's point of view. It is a person's view of reality. Different individuals will see the same thing indifferent ways and it depends on someone's point of view. Mouly (1943:49) stated that two persons looking at the same phenomenon may see very different things.

2.4.1 The Components of Perception

There are three components of perception according to Alan Saks and Gary Johns (2011):

- a. The Perceiver. This refers to person whose awareness is focused on the stimulus, and begins to perceive it. There are many factors that may influence the perceptions of the perceiver. The three major factors include motivational state, emotional state, and experience. All of these factors, especially motivation and emotion, greatly contribute to how the person perceives a situation. Often time he or she may employ the so-called "perceptual defense", which means that the person only perceives what he wants to perceive, even though the stimulus acts on his or her senses.
- b. The Target. This includes the object of perception. It is something or someone who is being perceived. The amount of information gathered by the sensory organs of the perceiver affects the interpretation and understanding about the target.
- c. The Situation. The environmental factors, timing, and degree of stimulation also affect the process of perception; these factors may render



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a single stimulus to be left as merely a stimulus, not a percept that is subject for brain interpretation. However, ambiguous stimulus may sometimes be transuded into one or more percepts. When this occurs, a process called “multi stable perception “occurs.

2.4.2 Factors which Influence Perception

Actually everyone has a different perception. The perception of difference can be caused by some things. In order to give positive and negative perception, there are six components which influence someone’s perception. As stated by Wick and Pick (1978) that there is a connection between perception and experience. According to Gibson, Ivanovich and Donnely (1985), there are six factors which someone in drawing a perception, namely stereotype, selectivity, self-concept, situation, needs, and emotion, as follows:

- a. Stereotype. Gibson et al. (1985) state that stereotype is someone’s view in a particular member in a group but generalizes to all members in that group. It means a judgment on a certain object or people based on limited information and without knowing all of the parts.
- b. Selectivity. People may select something which they like or not. Gibson et al. (1985) explained that the people tend to ignore the information or cues that might make them feel discomfort. People have various interests, so that they may select what is important to fulfil their needs.
- c. Self-concept. Altman et al. (1985) state that self-concept is the way how an individual sees and feels about themselves. The way we see and feel about ourselves will affect our perception on something. It is important because

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our mental picture of ourselves determine much of what we perceive and what we do. Gibson et al. (1985) suggest that (1) knowing oneself makes it easier to see others accurately, (2) one's own characteristics affect the characteristics which are identified in other, and (3) persons who accept themselves are more likely to see favourable aspects of other people. It indicates that people usually make themselves as a measurement or benchmark in perceiving others.

- d. Situation. Situation affects someone's perception, since it influences their feeling and habit in their daily life. The situation of the environment or someone will influence perceptual accuracy. Dealing with this research, if the students find it difficult in steps of scientific approach in implementation on English learning process, then they would consider a negative perception on scientific approach.
- e. Need. Perceptions are significantly influenced by needs and desires (Gibson et al., 1985). Someone's needs of something influence his/her perception.
- f. Emotions. Gibson et al. (1985:87) say that strong emotions often warp perception. Someone's emotion also affects his/her perception. Therefore, people's emotions determine their perception on something.

2.5 Review of related Studies

Related studies need some formerly research conducted by other researchers in which they are related to this research. Besides, the related studies have to analyse what the point that focuses on, inform the design and find the



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conclusion of the previous research, at least there are ten researches can be mentioned as related studies for this research that can be seen as follows:

- a. Fadil Arif (2017) carried out a research entitled “Students’ Attitude toward English, Language Learning, And English Native Speaker”. This study investigated students’ attitudes towards English, English language learning, and native speaker of English at second grade of senior high schools in Gisting subdistrict and factors that may have influenced students’ attitudes. This research employed a mixed-method methodology where the quantitative phase preceded the qualitative phase. The data were collected from questionnaires and focus group interview. There were 120 students of 2014-2015 academic year from four senior high schools. The students showed positive attitudes as there was 3.6684 of total mean score gained by 120 students toward three variables presented. The interview findings revealed that the students’ positive attitude may be caused by their motivation; instrumental and integrative. The teachers should respect and carefully investigate about students’ feelings, beliefs, need, and behaviors before designing English courses to maintain the positive attitudes towards English and English language learning.
- b. Rahayu Nur Hidayah (2017) conducted a research entitled “Students’ Perceptions towards the Implementation of 2013 Curriculum in English Class of SMP Negeri 1 Gresik”. Research method of this study, the researcher applied descriptive qualitative, that no data of numbers were required. In this research the data gathered by the researcher using interview. The results were



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described in form of words. The subjects of the research were students of class 8-A SMP Negeri 1 Gresik among the total of thirty two students, and then the researcher chose five students as the representatives, more specially, they represented three students groups: two high-achieved students, one middle-achieved student, and two low-achieved students. The result of the study showed that despite some negative perceptions, it can be concluded that most of the students' perceptions were positive in terms of the three aspects, which were about scientific approach, material and assessment. The similarity of this thesis that is using perception towards the Implementation of 2013 Curriculum; and the difference of this research was Junior High School level students as the subject while this research used Senior High School students. Then, this research explored that what made the students despite some negative perception about k-13 curriculum especially in scientific approach. The research design of this research is a quantitative research with a correlational research design while the previous research used qualitative research.

c. Deci Fajrianti, et al (2016) conducted a research entitled "Analyzing Students' Perception on 2013 Curriculum Implementation in English Teaching Learning Process". This study was aimed to determine the students' perception about teaching learning process on the implementation of 2013 curriculum. This study was conducted by using quantitative and qualitative design. The sample was chosen randomly by using lottery that was 80 students at the seventh grade of SMP N 2 Bandar Lampung. The data were gained by using

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observation and questionnaire that covers on five topics such as: the teacher, English teaching method, learning support, evaluation, learning in environment. The researcher used mean and standard deviation in analyzing the data collected. The result of the study showed that the five topics on the questionnaire had a positive perception of the students. The first is the teacher (56.56%), English teaching method (35.05%), learning support (56.81%), evaluation (55.71%), and learning in environment (55.86%). It can be concluded that the 2013 curriculum has a good impact on students in the learning process. The similarity of this study with my research is that this research aimed to determine students' perception in the implementation of 2013 curriculum in English language teaching. The difference with my study is that my study analyzed about students' perception in scientific approach in 2013 curriculum using correlational design. This study analyzed about the teacher, English teaching method, learning support, evaluation, and learning in environment using mixed method of quantitative and qualitative research. Teaching English at the Tenth Grade of Senior High School 7 Padang". Researcher tries to see the implementation of Scientific Approach in teaching and learning process, assessment and problem faced by the English teachers in teaching and learning process using scientific approach in 2013 curriculum. Design of this research is descriptive method. Data of the research were taken from observation and interview.

Ali Sofyan (2016) did a research entitled "The Implementation of Scientific Approach in English Teaching Based on Curriculum 2013 in Smk Negeri 2



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Sragen in The Academic Year of 2015/2016. The current study is a descriptive qualitative research aiming to describe the procedure of teaching English using Scientific Approach applied by teachers; to describe the teachers' perception of Scientific Approach and to describe the difficulties and the solutions used by teacher to overcome the problem in applying Scientific Approach. The subjects of the study were four English teachers of SMK Negeri 2 Sragen. The teachers were teaching the topic of "Reported Speech" for the XI grade students in the Academic Year 2015/2016. The data were gathered from interviews with teachers, observation of teaching learning process, and the teachers' lesson plan. The findings shown that (1) the procedures of teaching English using Scientific Approach conducted by teachers consisted of: observing, questioning, experimenting, associating, and communicating; (2) the teachers shared similar perception in which the Scientific Approach is regarded as an approach that integrate students' attitude, skills, and knowledge by implementing observing, questioning, experimenting, associating, and communicating in the teaching learning process; (3) the difficulties faced by the teachers in applying Scientific Approach were: the students' lack of critical thinking, the students' difficulty in finding the answer of the problem, the students' inability of analysing the material, and the students' lack of vocabulary mastery; (4) the strategies employed by the teachers to overcome the problem in applying Scientific Approach were: motivate the students to be more active in learning, give some stimulating questions related to the material, give comparisons of the recent



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material with the previous materials, and translate the difficult words found by the students. The similar this study with my future study is also to know the implementation of scientific approach, but the different are this study only to describe the procedure of teaching English using scientific approach that applied by the teachers, and also to describe the teachers' perception of scientific approach and to describe the difficulties and the solutions used by teacher to overcome the problem in applying Scientific Approach.

- e. Windha Zulhernanda carried out a study entitled "Teachers' Perception on Application of 2013 Curriculum for Elementary School in Medan". Curriculum is a set of educational design as a guide for learning activities. Recent changes in curriculum implementation in education have an impact on teachers in implementing them. This study investigated about the teacher perception on application the newer curriculum such as the 2013 curriculum for elementary school in Medan, especially Medan Selayang subdisrict. The participants of this study were 3 teachers that taught in different public elementary school in Medan Selayang sub district. There were 2 female teachers and 1 male teacher. The techniques of collecting the data by interview the teacher about application 2013 curriculum in their class. The data analysis have been analyzed by their perception from the their statements about the difficulties and the solution when applied the 2013 curriculum by Rao, V.S. Pand then analyzed based on the types of perception, such as Perceivers-Specific Characteristics, Target Specific Characteristics, Situation-Specific Characteristics. The result of this study was (1) the dominant types of the third



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teacher's perception was Specific Characteristic-Situation. (2) the participant gains that perception greater than the social context that surrounds it because such as social influences and citation as those listed to transcript can affect the behavior and thinking of the individual by stating that the 2013 curriculum is still a lot of flaws and should need revision again because the participants sees the condition based on what they see, what they feel, and will be what they think. The similarity of this study with my study that also talking about perception, but the different are this study want to know teachers' perception not the students' perception.

- f. Pipit Novita (2015) carried out a research entitled "the effect of students' perception on teacher's performance and learning styles towards student's reading comprehension". This study tried to know or to find out the effect of students' perception on teachers' performance and learning styles toward students' reading comprehension. The finding showed significant effect students' perception on teacher's performance and learning styles toward reading, further studies need to include other variables beside teacher's performance and learning styles as predictors of learning, so it can be more complete for student's reading comprehension. Student's perception on teacher's performance and learning styles accounted for 29.1 % of the variation in increasing student's reading comprehension. So there is still another source of variation of 70.9% of student's reading comprehension that cannot be explained by the perception on teacher's performance and learning styles.



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The method of this study used the survey method. A sample of 60 students showed several significant findings. The most important finding is the significant effect of student's perception on teacher's performance and learning styles towards reading comprehension. The findings therefore will help to provide more information on the issue and plan for better strategies in teaching reading comprehension. The collected of the data, the researcher used two sets of questionnaires and reading comprehension test scorer, and then there are three kinds of scores to be collected, namely one from the reading comprehension score, then from the first questionnaires, the researcher obtains the items inquiring the students' perception toward teachers' performance, while the second questionnaire measures the students' learning styles.

The similarity of this study with my study that also want to know about students' perception, the purpose of this study that to find out of students' perception in learning English especially in reading comprehension. The different of this study with my study that this study only to find out the students' perception on teachers' performance and learning styles toward students' reading comprehension but my study to find out the effect of student's attitude and perception in scientific approach toward the students' achievement in learning English.

Regina P. Octavianda et al (2015) carried out a research entitled "Student's Perception about Assessment related with Implementation of 2013 Curriculum". The background of this study came from the view of the



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research that we know that the main focus of assessment is student, and how assessment are used will contribute to students' perception. Students' perception of assessment can be influenced by various types assessment, and 2013 Curriculum facilitate a variety of assessment for learning. Research about perception that involves 36 male and 46 female was conducted for identify students' perception of assessment and reconciliation with the demands of curriculum assessment in 2013.

The data collected through the use of a questionnaire that was developed from perception indicators, i.e. Reproducing knowledge, rehearsing, accountability, improving learning, problem solving, and critical judgment. This study placed improving learning perception in the first position and rehearsing perception at the sixth position. About 85% of students consider that assessment can develop their knowledge, but only 52% of the students consider that the assessment made them practice before the exam. Even though 2013 Curriculum demands assessment which strongly supports six perception of students, in this study only few assessment criteria have been addressed. Research finding shows that only a few demands of the assessment has been completed. Therefore, high level of improving learning perception in this study is closely related to the reconciliation with the demands of Curriculum assessment in 2013 that involved types of assessment during learning.

This study similar with my study that also talking about or to investigate of students' perception about assessment that related by implementation of



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2013 Curriculum, but the differences are that this study only to know the students' perception in assessment but my study want to know the students' attitude and perception on scientific approach toward the students' achievement in English at SMA Muhammadiyah 11 Padangsidempuan.

h. Abdullah Hasan (2018) carried out a research entitled "The Effect of Scientific Approach on Students' English Achievement for Junior High School Level in Riau Province, Indonesia". The main goal of this study is to determine the effects of the scientific approach through Information Communication Technology (ICT) of curriculum 2013 on students' English achievement. The research utilized a quasi-experimental study of the pre-test - post-test of non-equivalent group design. The participants of the study comprised 160 students and three intact teachers from three Junior High schools in Kampar regency of Riau province. The scientific approach with three aspects those are attitude, skill and knowledge competencies through ICT were used for the treatment of the study. Data were collected using pre-test and post-test to measure the students' English achievement before and after conducting treatments for 12 meetings; then, an observation sheet was administered to investigate the implementation of the scientific approach done by the teachers. Two research questions and four hypotheses were posted in this research. Teaching and learning process of scientific approach through ICT with the strength of attitude, skill and knowledge made the students became more active, creative, effective and joyful learning to achieve the learning objectives. It also made the class became student centre instruction. The findings showed that there



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were significant effects of the scientific approach through ICT of curriculum 2013 on students' English achievement. The relevant this study with my study that this study aimed to determine the effect of the scientific approach on students English achievement with among aspect to examine is attitude.

Sherliane T.Poi (2013) Faculty of English FKIP University Sintuwu Maroso Poso, she carried out a research entitled "The Students' Attitude toward English Reading and Its Correlation to Their Achievement in Reading Comprehension". This research was the quantitative research, correlation. The sample of this research was 35 students as the object of the research. In collecting the data, the researcher used questionnaires and test. The aim of this study was to find out the correlation between the students' attitude toward English and their reading comprehension. The result of correlation between students' attitude and students' reading comprehension was from 35 students, 100% students that got good achievement in reading comprehension had a positive attitude toward reading, students that got fairly good achievement in reading comprehension 66,66% had a positive attitude and 33,33% had negative attitudes in reading. The students with fair achievement in reading comprehension 61,53% had a positive attitude and 38,46% had a negative attitude. Students with poor achievement in reading comprehension 45,45% had a positive attitude and 72,72% had a negative attitude. Students with very poor achievement 100% had a negative attitude. The highest score in reading comprehension got from the students with a positive attitude and the lowest score got from the students with a negative attitude. This study identified that



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The Students` Attitude toward English Reading and Its Correlation to Their Achievement in Reading Comprehension and the result that. The highest score in reading comprehension got by the students with a positive attitude and the lowest score got from the students with a negative attitude. The similarity of this study with my study are, this study also want to examine the students` attitude and the correlation of the attitude to their achievement.

Clark R. Colaste (2018) carried out a reseach entitled “The Impact of Students` Attitude Toward English Language on Academic Achievement”. This study investigated the impact of students` attitude towards english language on academic achievement. This study used Universal sampling because it considered the two classes of the grade 9 student of Felisberto Verano National High School. One class is composed of 43 learners and the other class comprised of 45 students a total of Eighty eight (88) student as the chosen respondents of this study. The descriptive quantitative method of research was used to determine the impact of English language anxiety on the students` academic achievement. A Likert-scale was used to measure the anxiety level of English language classroom activity and the attitude of grade 9 students toward English; the scale was rated using the following options: Strongly Disagree-1, Disagree-2, Undecided-3, Agree-4, Strongly Agree-5, 1-Very Relaxed, 2-Moderately Relaxed, 3-Anxious, 4-Moderately Anxious, 5-Very Anxious. The statistical tools used in analyzing he data of this study were weighted mean and Pearson Product Moment of Correlation (Pearson-r). The weighted mean was used to determine the attitude and anxiety of grade 9



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students towards English language classroom activities using the MPS of the respondents for the second grading of AY 2017-2018 as data. Pearson Product Moment Correlation (Pearson-r) was used to determine the significant relationships between the respondents' MPS and Attitude towards English Language, MPS and Level of Anxiety towards English Class Activities, and the significant relationship between attitude and the level of anxiety. The findings revealed that grade 9 students who participated in this study generally have the negative attitude towards English as a subject. They revealed that they dislike English as a subject because they find it difficult to communicate. Moreover, on the statement "I have heard of the phrase Filipino- English" got the lowest in rank which means they were unaware or they do not have an idea of a Filipino-English phrase. As to their level of anxiety, it was revealed that most of the students have difficulty when the teacher gives a speaking activity requiring mental adeptness such as debate. Moreover, they also display hesitation when speaking before a crowd because of their fear of being corrected in front of everybody. On the significant relationship between the respondents' MPS and the attitude towards English, the way that students think and behave towards English, language whether positive or negative is highly correlated to their academic performance. On the significant relationship between respondents MPS and level of anxiety, it failed to reject the null hypothesis; therefore there is no significant relationship between anxiety level on their academic performance. Having failed to reject the null hypothesis on the significant relationship between the



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respondents' MPS and level of anxiety, it can be further inferred that there are no significant relationships between the tested variables. Based on finding of this study, there is a need to come up with speaking strategies to provide and avenue where students can be most apprehensive. This study also investigated the impact of students' attitude toward English language on academic achievement which is relevant with my future study.

k. Sunday A. Adeyemo (2011) carried out a study entitled "the effect of teachers' perception and students' perception of physics classroom learning environment on their academic achievement in Senior Secondary School Physics". The researcher investigated the effect teacher's perception and students' perception of physics classroom learning environment and how it affects their achievement on physics. In order to achieve the objectives of this study, a questionnaire was administered to two hundred and fifty (250) senior secondary school (SSS II) students selected randomly, the data collected were major outcomes of this study that are (a) there exist a significant difference in students' perception of physics classroom learning environment and their academic achievement., (b) there exist a significant difference in teachers' perception of physics classroom learning environment and students' academic achievement., (c) the students' perception and teachers' perception of physics classroom learning environment have an effect on students' academic achievement. Based on these result necessary recommendation were made and it was conclude that students' perception and teachers' perception of physics classroom learning environment play and important roles in students academic



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achievement. The study indicated that students' perception and teachers' perception of classroom learning environment has an affect on the students' academic achievement. The research design of this study, the sample compared one hundred (100) male students and one hundred (100) female students. Thirty (30) of the male respondents and twenty (20) of the female respondents would be randomly selected from the senior secondary school II (SS 2) in each of the five school. Twenty (20) physics teachers would be selected for the study of which four (4) are selected randomly from each of the five (5) school irrespective of their gender. This study used the instrumentation that used of two types that are teachers' perception questionnaire (TPQ) ,and students' perception questionnaire. The teachers' questionnaire would be designed to collect information about the teachers' perception physics classroom learning environment. The students' questionnaire would be designed to collect information about the students' perception of physics classroom learning environment and various level of academic achievement in physics. The data analysis of this study used analysis of variance (ANOVA) to decompose answer research hypothesis. The similarity of this study with my study that this study also want to know the effect of perception in learning and the effect of perception to the achievement of the students.

Honip (2017) carried out a research entitled "The Influence of Students' Perception on English Classroom Environment toward students' Achievement in English". This study purpose to give a view that students' perception

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influence their English mastery or achievement in English subject. When their perception is good, the good score will be. But, when their perception of English is bad, the bad score will be. Research design of this study is quantitative analysis that indicates the finding of questionnaire result showed good perception on English classroom environment with the scale 3.40. Moreover, students had good achievement in English subject with the mean of score, 88.6. Based on the result, it showed that good perception have significantly impact toward students' English achievement. The participant of this study was 30 students in seventh Grade of SMP AL Irsyad AL Islamiyyah Boarding School Purwokerto. The data were collected from English students' score in the second semester of academic year 2017/2018 and questionnaire about English calssroom environment. The questionnaire was also used to compare students' score and perception toward English calssroom environment. Those data collected for the purpose to knew whether their perception is followed by their score or not. The similarity of this study with my study is to find out the influence of students' perception toward students' achievement in English.

- m. Sri Ratna Ningsih (2017) conducted a study entitled "Scientific Approach of 2013 Curriculum: Teachers' Implementation in English Language Teaching". Research design of this study employed qualitative case study, and the participants of this study involved three teachers of the eleventh grade. Then, the data were collected through classroom observation, teachers' lesson plans analysis and interview. The findings of the study showed that the teachers



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implemented the scientific stages in English Language Teaching. They conducted observing, questioning, experimenting, associating and communicating in the sequence activities. Besides, the teachers can demonstrate the student-centred learning strengthened by collaborative, cooperative, active and meaningful learning. However, concerning the conformation of the implementation with lesson plans, based on the indicators, learning objectives, learning materials, learning media, scientific stages and Scientific Approach model (discovery learning, inquiry leaning, problem based learning and project based learning), the teachers still have to underline and mention the Scientific Approach model and state learning objectives. Furthermore, the other components have been presented well in both teaching and lesson plans. The design of this research is a correlational study using three variables. The relevant of this study with my research that this study also examine the implementation of scientific approach in English language teaching.

Erwin L. Purcia (2015) carried out a reserach entitled “Correlate of Students’ Attitude towards English with their Academic Performance in their English subject”. The attitudes towards English of the second year a ESEP (Engineering Science Education Program) students of Calbayog City Naional High School for the School year 2014/2015 were identified, categorized and correlated with their acaemic performance in their English subject. Moreover, profile of the respondents in terms of age and sex was also determined and moderated to their attitudes towards English and their academic performance



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in their English subject.

The research design of this study is the descriptive-correlational method that was used 40 students respondents who were chosen through universal sampling procedure. A researcher made questionnaire with an adopted attitude toward English checklist was administered to identify the profile/personal variables of the respondents.

The result of this study were statistically treated, analyzed and interpreted using frequency, percentage distribution and single regression analysis. The findings showed that there is no significant relationship that exists between the students' attitude toward English and their academic performance. Result dictates that the academic performance among the respondents is not affected by all means with their individual attitudes toward English as a subject area. Moreover, results revealed that age and gender do not moderate nor affect the relationship of students' attitudes toward English with their academic performance in English subject. It is highly recommended then that students must find within them the inner drive to love English as a language for it is their personal disposition which would lead them to achieve higher academic performance and further studies to establish the relationship of students' attitudes towards English must be conducted to come up with much more favorable result.

The similarity of study with my study that also talking about students' attitude towards English with their academic performance in their English subject, but this study want to know or to describe the correlation of students'



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attitude towards English with students' academic performance in students' English subject. Different with my study, my study want to find out the influence of students' attitude and perception on scientific approach toward their English achievement at SMA Muhammadiyah 11 Padangsidempuan.

M. Zaim (2016) did the study entitled: "The Implementation of Scientific Approach. Direct observations were done to see the activities and assessment conducted by English teachers in the classroom. Then, the researchers interviewed the English teacher to know the extent to which the implementation of scientific approach in teaching and learning processes related to observing, questioning, experimenting, associating, and communicating. Then, the problems in the teaching and learning process were identified. The result of the study showed that 69% of the steps in the scientific approach implemented by the English teacher. However, the English teachers only used 62% of assessments based on the 2013 curriculum. Afterwards, there were problems faced by English teachers in the learning process in each steps in the scientific approach in the aspect of 2013 Curriculum. The similar this study with my study that this study also want to know the implementation of scientific approach in teaching English at the tenth grade of senior high school and the problems in the teaching learning processes.

Nurul Istiqomah (2015) carried out a research entitled "Teachers' Attitude toward the Implementation of Scientific Approach of Curriculum 2013 to Teach English". In 2013, the Indonesian government published 2013



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curriculum. One of the characteristics of 2013 curriculum is the use of Scientific Approach (SA). Scientific Approach consists of observing, questioning, exploring, associating, and communicating. However, the implementation of 2013 curriculum brings up some controversies. This research is conducted to explore more about the implementation of Scientific Approach to teach English in junior high school. The objectives of the research are to explore and describe: 1) the teachers' attitudes toward the implementation of Scientific Approach; 2) how it is implemented in English class; 3) what the problems the teachers encountered; and 4) how the teachers solve the problem.

The sources of the data of this case study are respondents, events, and documents. The respondents are chosen through purposive sampling. The events are the teaching and learning processes. The documents analyzed are the syllabus and the lesson plan of English subject of 2013 curriculum, and the teachers' profile. The techniques of collecting the data are observation, interview, questionnaire, and documentation. To analyze the data, the model proposed by Miles and Huberman was used.

The findings demonstrate that : (1) Most of the teachers have a positive attitude toward the implementation of Scientific Approach; (2) The implementation of Scientific Approach from the three teachers is not rigidly appropriate with the theory. Some steps are often skipped by the teachers due to a certain condition. The teachers also do not always implement it when they teach; (3) The biggest problems are encountered in the questioning and



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associating step, there are also some little problems in other steps. In questioning, the students cannot ask a critical question. For associating, the teachers have difficulty to differentiate activities in the step of experimenting and associating; (4) For the questioning step, the teachers attempt to guide the students to ask. However, it is still difficult to implement. The problem in associating step is still unsolved since the problem is in the teachers' belief.

Since it is a case study, the finding cannot be generalized. Although it cannot be generalized, the findings may provide an overview of the implementation of Scientific Approach and the teachers' attitude toward it. The similar with my study this study also to find out the attitude on implementation of scientific approach, but the differences are the first this study find out about teachers' attitude, and then this study only to found the influence of teachers' attitude on implementation of scientific approach in teaching English, but my study want to know the influence of students' attitude and perception on implementing scientific approach toward the students' English achievement at SMA S Muhammadiyah 11 Padangsidempuan.

- g. Okhawere, N.E., et al (2017) carried out a research entitled "Undergraduate Students' Perception and Attitude towards Library Services in Nigerian University". This study of investigates undergraduate students' perception of the effectiveness of library resources and service as well as the extent of use of library service in the University of Benin. Survey design involving the use of questionnaire was employed for the study. The population of this study



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consisted of all the undergraduate students of the University of Benin who use/patronize the various libraries in the University. A sample size of three hundred (300) undergraduate students was conveniently selected from the Ugbowo Campus to represent the population. Questionnaires were administered to students at the University of Benin main library and selected faculty libraries. The finding showed that University undergraduate student's perception of library resources (measured by the usefulness of services and competence of library staff) was high. Students also perceived the services provided by the University Library to be effective. However, the University management still has a lot to do to improve perception of library effectiveness. Recommendations include the regular hosting of enlightenment programs to improve students' level of awareness of services provided by University libraries.

Mohamad Jafre Zainol Abidin, et al (2011), carried out a research entitled "EFL Students' Attitude towards Learning English Language: The Case of Libyan Secondary School Students". This study investigated Libyan secondary school students' attitudes towards learning English in terms of the behavioural, cognitive and emotional aspects. It is also explored whether there is any significant difference in the students' attitudes towards English language based on their demographic profile i.e., gender, field, and year of study. A total of 180 participants in the three study years from three specializations of Basic Science, Life Science, and Social Sciences took a questionnaire as a measuring instrument. Regarding the three aspects of



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attitude i.e., cognitive, behavioral, and emotional, the participants showed negative attitudes toward learning English. On the demographic profile, there were statistically significant attitudinal differences regarding gender and field of study but not year of study. Based on the research findings, some recommendations are finally presented.

The similar of this study with my study, that this study also investigated of students' attitude, but the different are this study investigated students' attitude towards learning English in terms of the behavioral, cognitive, and emotional aspects, but in my study investigated the influence of students' attitude and perception on implementing of scientific approach towards the students' English achievement at SMA Muhammadiyah 11 Padangsidempuan.

- s. Lestari Setyowati and Sony Sukmawan (2016), carried out a research entitled "EFL Indonesian Students' Attitude toward Writing in English". Writing is a sophisticated language skill since it requires the ability not only to tailor ideas, but also to construct acceptable sentence to create a meaningful logical, and comprehensible work. As a result, English as foreign language (EFL) learners have to maximize their efforts to put their thoughts on the paper. This paper or this study is intended to describe the EFL student's attitude toward writing. There were 57 students participating in this study. The data was collected by using questionnaire, interview, and documentation of self-reflection essay. The result shows that none of the students has low attitude in writing, while fifty eight % per cent of them has moderate attitude to writing, and the rest of them have positive attitude to writing. The result from the



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interview also reveals that although the students have moderate attitude to writing, they view writing as difficult, and stressful. While those who have high attitude, mostly view writing as interesting and challenging. The finding also reveals several efforts the students do to improve their writing skill, among others are practice writing, reading a lot for knowledge and ideas, and using diary writing.

The design of the study is descriptive quantitative. The students who participated in the study are the 2014 batch of English Education Study Program of Teachers' College and Education (STKIP) PGRI Pasuruan located in East Java, Indonesia. The instruments used were writing attitude questionnaire developed by Podsén (1997), random interview, and documentation of students' self reflection writing. In the questionnaire of writing attitude, there are five attitude scale ranging from 1 (*strongly disagree*), 2 (*Disagree*), 3 (*Dont't know*), 4 (*Agree*), and 5 (*Strongly agree*) with total of 20 items. Some items in the questionnaire, however, do not show positif direction. Therefore, to analyze the data, some reverse coding were needed. The scores in the questionnaire range from 20 (the lowest) to 100 (the highest). Based on the scores, Podsén (1997) differentiates students' attitude into three levels, low (20 – 39), moderate (40-68), and high (69-100). The result of reliability questionnaire computed by Cronbach Alpha is .737, which means that the questionnaire has high internal consistency. The result of the students' questionnaires were analyzed quantitatively.



2.6 The Operational Concept and Indicators

The operational concept is a main element to avoid misunderstanding and misinterpretation from the research in carrying out this research. It is necessary to clarify briefly the variable used in analysing the data.

In this research, there were three variables; two of them are independent variables and the other is dependent variable. The first independent variable in this research is students' attitude on implementing scientific approach as X_1 . The second independent variable is students' perception on implementing scientific approach as X_2 , and the dependent variable is students' english learning achievement as Y .



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2.6.1 The Indicators of Students' Attitude in Learning English (X_1)

Based on Gardner (2005) and Anwar (2009:30), there are some factors that can indicate students' attitude as variables X_1 and they are:

1. The students pay attention during studying English.
2. The students feel confident to do the task during studying English.
3. The students make good planning in learning English.
4. The students link previous knowledge with new information in learning English.
5. The students apply the knowledge from English subject in learning English.
6. The students create the knowledge from English subject in learning English.
7. The students believe with their own opinion in learning English.
8. The students feel proud when learning English.
9. The students feel joyful when learning English.
10. The students feel interested in learning English.

2.6.2 The Indicators of Students' Perception on Implementing Scientific Approach (X_2)

According to Gibson et al. (1985) and Altman et al. (1985), Student' perception as variable X_2 has several indicators and they are:

1. The students state that the teacher implements proper ways of pre-activities.
2. The students state that the teacher implements proper ways of observation.

3. The students state that the teacher implements proper ways of questioning.
4. The students state that the teacher implements proper ways of associating.
5. The students state that the teacher implements proper ways of experimenting.
6. The students state that the teacher implements proper ways of communicating
7. The students state that the teacher implements proper ways of post-activity.

2.6.3 The Indicators of Students' English Learning Achievement (Y)

The indicators for the students' achievement in learning English or variable Y are student's score data that obtained through the examination conducted by the school. That student's score data as representation their english learning achievement are measure into categories as follows:

Table II.1: The Category of Students' Achievement

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
05-45	Fail

Sudijono (in Duha, 2009: 54)

The standard minimum score (KKM) for English lesson of the second year of SMA Muhammadiyah 11 Padangsidempuan is 70 point. The scores of dependent variable (Y) can be seen based on student's score data obtained from the teacher's documentation.

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CHAPTER III

RESEARCH METHODOLOGY

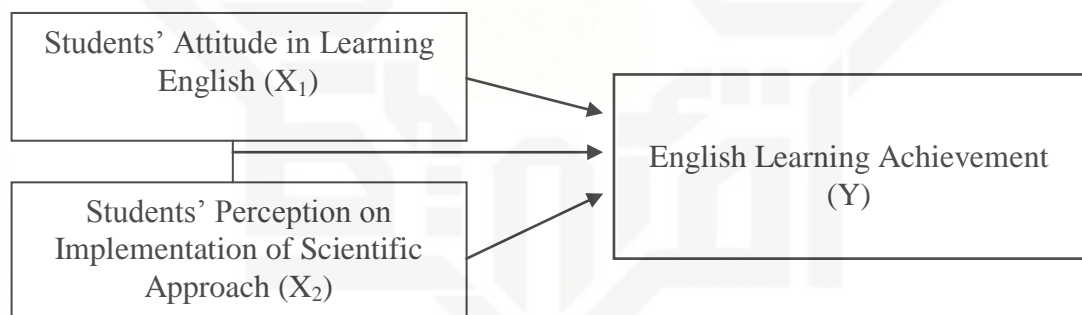
3.1 Research Design

This research used quantitative research and regression analysis. According to Arikunto (2010: 20) the approach in this research is a quantitative approach, because this research is presented with figures. Kothari (2004 : 20) believes that quantitative research is based on the measurement of the quantity or amount. It is applicable to phenomena that can be expressed in term of quantity. This research is suitable when the variables that mixed up is really complex, and cannot be done by experiment method or which its variety cannot be arranged. From the definitions, the writer takes a point that quantitative approach is an approach which the results of research using of statistic numbers. The quantitative approach would be used to obtain the influence between students' attitude and perception on implementing scientific approach toward English learning achievement at Senior High School or SMA Muhammadiyah 11 Padangsidimpuan.

In this research, there were two kinds of variables: independent and dependent. Independent variables were those the investigators choose to study (and often manipulate) in order to assess their possible effect(s) on one or more variables. An independent variable was presumed to have an effect on, to influence somehow, another variable (Wallen and Fraenkel, 1991: 36). In this research, there were three variables used in this research, firstly independent variable students' attitude on implementing scientific approach that was

symbolized by “ X_1 ” and students’ perception on implementing scientific approach which was symbolized by “ X_2 ”, and dependent variable was English learning achievement symbolized by “ Y ”. The relationship between X_1 with Y and X_2 with Y and both X_1 and X_2 with Y could be symbolized by r_1 and r_2 and R . It meant that students’ attitude, students’ perception and both of them on using scientific approach could influence toward English learning achievement. It is supported by Schuder’s statement, he states that attitude and perception are important factors in which influence students’ achievement in learning.

Figure III.1 Research Design Diagram



Where:

X_1 = Students’ Attitude in Learning English

X_2 = Students’ Perception on Implementing Scientific Approach

Y = Students’ English Learning Achievement

r_1 = Correlation between Students’ Attitude (X_1) on Implementing Scientific Approach with Students’ English Learning Achievement (Y)

r_2 = Correlation between Students’ Perception (X_2) on Implementing Scientific Approach with Students’ English Learning Achievement (Y)

R = Correlation between Students’ Attitude (X_1) and Perception (X_2) on Implementing Scientific Approach with Students’ English Learning Achievement (Y)

3.2 Population and Sample of the Research

Population is the group to which a researcher would like the result to be generalized and which includes all individuals with certain characteristics (Wallen

& Fraenkel: 1991, p. 129). Furthermore, McMillan (1992) states that a population is a group of elements or cases, whether individuals, objects, or events that conform to specific criteria and to which we intend to generalize the results of the research. The target of population of this research was the eleventh year students of SMA Muhammadiyah 11 Padangsidempuan. They consisted of two classes of each grade. The duration of this study was one month from 9 to 8 April 2019.

Since the number of students is not so many, total sampling was used in this study. Sample is representative part of all population to serve as respondents because the size of the population is relatively small. In this research, two classes were taken as a sample. Based on the number of population, sample in this research was 41 students.

Table III.1
Population of the Eleventh Grade of SMA Muhammadiyah 11
Padangsidempuan

No	Class	Population			Total Sample
		Male	Female	Total	
1	XI A	10	11	21	41
2	XI B	8	12	20	
TOTAL		18	23	41	41

3.3 Technique of Data Collection

In order to get data for this research, the techniques would be applied as follows:

a. Questionnaire

According to Hornby (1995: 688), questionnaire is a list of questions to be answered by a group of people in order to get information or facts. Arikunto



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(1998: 140) also stated that a questionnaire is a set of questions that should be answered by respondents in order to get the information of respondents' data, experience, attitude, knowledge, and opinion. This research the questionnaire was used to investigate and to collect information about the students' attitude and perception toward English achievement. All population would be asked to fill out the questionnaires in the presence of the writer. The likert scale would be used to give the weight of each questionnaire, they are: strongly agree (SA) agree (A) undecided (U) disagree (D), and strongly disagree (SD). The score of every item depended on the statement. The positive range of the score is as 5-4-3-2-1 and 1-2-3-4-5 for the negative range of score.

The types of questionnaires according by Joseph Muri (2005: 134) are:

- a. Closed Questionnaire, questionnaires alternative predefined answers. Respondents only choose between alternatives that have been provided. They are not given any probability to give long answer in his or her way of explanation because the respondents only have to choose the available options. In this study, closed questionnaire would be used to measure the perception of students' attitude and creativity in learning English.
- b. Open Questionnaire, this questionnaire provides an opportunity for students to express their opinions about something in question in accordance with the views and abilities. Alternative answers are not provided. They created their own answers and sentences in the language itself. It enables the respondent to answer the question freely according to his or her interpretation and opinion.



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- c. Closed and open questionnaire, this questionnaire is a combination of the two forms that have been discussed. This questionnaire is a combination of the two forms that have been discussed.

This research used closed questionnaire to known about perception and attitude of students about scientific approach in language teaching, and to know that was influence students' perception and attitude of implementation scientific approach in teaching English.

- b. Library Research

Library research is conducted by learnt the literatures like books, journals, previous thesis and another references that connected with the topic of the research.

- c. Documentation

Documentation that was used in this research was students' English achievement data. In this research, final test was used to know the students' English achievement. The data would be collected from the English teacher. With this instrument the researchers obtained a value of the data or the results of student achievement, that these data were processed to determine the influence of attitudes and creativity in learning English toward their achievement of English at SMA Muhammadiyah 11 Padangsidempuan.

3.4 Technique of Data Analysis

In order to find out whether there were significant correlations between students' attitude on implementing scientific approach toward English learning achievement, and students' perception on implementing scientific approach

toward English learning achievement, the data would be analysed statistically. The data were obtained from the questionnaire and the achievement test. The questionnaire for students' attitude was analysed by using attitude scale and the questionnaire for students' perception was analysed by using Likert scale formula. To score the scale, the response options were credited 5, 4, 3, 2, and 1 from absolutely agree to absolutely disagree statements. The analysis of description percentage would be used to measure students' attitude and students' perception on implementing scientific approach.

Then, the result of the analysis showed by the r_1 , r_2 and R coefficient then the R coefficient squared to see the magnitude of influence both of X_1 and X_2 contributed on Y . In statistics, this relationship between variables is denoted by the term of correlation coefficient, which is a number between 0 until 1. Generally, the higher the correlation coefficient, the stronger the relationship will be. Last, to interpret the determination coefficient (R^2) of the analysis, the scale between 0 and 1 was also then used.

Then the students' perception and attitude are classified into the following criteria:

- | | |
|--------------|----------|
| a. Very high | 84%-100% |
| b. High | 68%-83% |
| c. Fair | 52%-67% |
| d. Low | 36%-51% |
| e. Very low | 20%-35% |

(Yohanes in Sutrisno, 2007: 27)

To find out the influence between two variables, students' attitude (X_1) with English achievement (Y) and students' perception (X_2) with English achievement (Y) the writer applied the regression formula.



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3.4.1 Descriptive Analysis

In determining the criterion in descriptive analysis is used distribution of frekuensi. According Trilius and Aisyah (2011) in Maya (2013) distribution of frekuensi is the arrangement of main case in a list. In other word, it can be said as a group of data in any categorize shown the member or scor in evedy class. The purposes of grouping data in distribution of frekuensi are:

- a. In helping presenting the data, easier in understanding dan can ready as information.
- b. Easier for analyse/count the data, make table and graph.

3.4.2 Regression analysis

This test used to examine how the influence among the variables, dependent and independent variables. They form into formula:

$$Y = a + bX$$

While for Constanta a and b, it gotten from the below formula:

$$a = \frac{\sum Y_i \sum X_i^2 - \sum X_i \sum X_i Y_i}{n \sum X_i^2 - \sum X_i^2}$$

$$b = \frac{n \sum X_i Y_i - \sum Y_i \sum X_i}{n \sum X_i^2 - \sum X_i^2}$$

Where:

Y= dependent variable (English learning achievement)

a = value Y ketika X = 0 (harga konstan)

b = Koefisien regresi

X = Variabel independen (students' attitude)

Then, to know the significance of weakness or stornngness among variables, it can be count from correlation coefficient. The correlation that use in finding the connection of the regression linear is Pearson product moment. The technique of data was contained ordinal and interval scale, as Riduwan (2012:238) points out if the variable ordinal and interval, it was suggested to use the following formula:

$$r_{xy} = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n \sum x_i^2 - (\sum x_i)^2} \sqrt{n \sum y_i^2 - (\sum y_i)^2}}$$

Where:

r_{xy} = Correlation Coefficient between X_1 with Y or X_2 with Y

n = Total number of the students

Y_i = Value of X (for i^{th} observation)

X_i = Value of Y (for i^{th} observation)

Furthermore, Riduwan (2012:251) suggests interpretation table toward coefficient correlation. The categorized score is as follows:

The coefficient correlation between X variable and Y variable or 'r' value with that formula could be described the strength of correlation as below:

Table III.2
The Interpretation of Coefficient Correlation

r_{xy}	Interpretation
0.00 – 0.20	The correlation between X_1 variable and Y variable or X_2 variable and Y variable is very weak/ very low .
0.20 – 0.40	There is weak/low correlation between X_1 variable and Y variable or X_2 variable and Y variable.
0.40 – 0.60	There is enough/ medium correlation between X_1 variable and Y variable or X_2 variable and Y variable.
0.60 – 0.80	There is strong correlation between X_1 variable and Y variable or X_2 variable and Y variable.
0.80 – 1.00	There is very strong correlation between X_1 variable and Y variable or X_2 variable and Y variable.

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Then, following the analysis method posed by Toth (2007), Pearson correlations would be computed to assess the influence of students' attitude and perception on implementing scientific approach toward their English learning achievement. So, it would be used to find out the correlation coefficient between all the variables above.

To find out the coefficient correlation between X_1 and X_2 with Y we use the Formula of multiple correlation as follows:

$$R_{y.x_1x_2} = \sqrt{\frac{r_{yx_1}^2 + r_{yx_2}^2 - 2 \cdot r_{yx_1} \cdot r_{yx_2} \cdot r_{x_1x_2}}{1 - r_{x_1x_2}^2}}$$

(Sudjana, 1992:385)

Where:

$R_{y.x_1x_2}$: The coefficient of multiple correlation between X_1 and X_2 with Y

r_{yx_1} : The coefficient correlation between X_1 and Y

r_{yx_2} : The coefficient correlation between X_2 and Y

$r_{x_1x_2}$: The coefficient correlation between X_1 and X_2

3.5 Validity and Reliability Test

3.5.1 The Validity of Instrument

Before collecting the data, each item of questions was tested in order to be ideally to try out. The purpose of the try out is to find out the quality of the test items. Validity shows the extent to which a measuring instrument used can measure what it is supposed to measure. Based on the results of validity test, any

instrument can be said as valid if it is able to measure what it wants to measure (Sugiyono, 2015 and Jogyanto, 2011).

The test of validity is used to do checking how valid the questionnaires are. Validity means the data obtained is relevant to the purpose of measurement and provides correct data (Ghozali, 2016). Validity test in this study uses corrected total-item correlation (Ghozali, 2016). The question can be qualified as a valid item if the item-total positive correlation is corrected and more than r table.

r table is obtained with a level of freedom (df) and a significance level (α) of 5% in 1-tailed. The value of df is obtained by the formula: $df = N - 2$,

Where N is the number of research subjects. In this study 41 samples were used so that the r table value with $df = 39$ and $\alpha = 0.05$ in 1 tailed was 0.602. Therefore, an item is declared valid, if the number is $r > 0.602$. The result of validity test can be seen as follow:

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Table III.3 The Validity of Attitude Questionnaire

 $r_{\text{observed}} > r_{\text{table}}$ (valid)

 $r_{\text{observed}} < r_{\text{table}}$ (invalid)

No.	Item No	r_{observed}	r_{table}	Description
1	ITEM 1	0,722	0,602	Valid
2	ITEM 2	0,642	0,602	Valid
3	ITEM 3	0,643	0,602	Valid
4	ITEM 4	0,809	0,602	Valid
5	ITEM 5	0,867	0,602	Valid
6	ITEM 6	0,686	0,602	Valid
7	ITEM 7	0,65	0,602	Valid
8	ITEM 8	0,813	0,602	Valid
9	ITEM 9	0,826	0,602	Valid
10	ITEM 10	0,661	0,602	Valid
11	ITEM 11	0,609	0,602	Valid
12	ITEM 12	0,616	0,602	Valid
13	ITEM 13	0,77	0,602	Valid
14	ITEM 14	0,777	0,602	Valid
15	ITEM 15	0,876	0,602	Valid
16	ITEM 16	0,774	0,602	Valid
17	ITEM 17	0,713	0,602	Valid
18	ITEM 18	0,76	0,602	Valid
19	ITEM 19	0,717	0,602	Valid
20	ITEM 20	0,64	0,602	Valid
21	ITEM 21	0,699	0,602	Valid
22	ITEM 22	0,614	0,602	Valid
23	ITEM 23	0,631	0,602	Valid
24	ITEM 24	0,723	0,602	Valid
25	ITEM 25	0,616	0,602	Valid

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Table III.4 The Validity of Perception Questionnaire

$r_{\text{observed}} > r_{\text{table}}$ (valid)

$r_{\text{observed}} < r_{\text{table}}$ (invalid)

No	Item No	r_{observed}	r_{table}	Description
1	ITEM 1	0,82	0,602	Valid
2	ITEM 2	0,633	0,602	Valid
3	ITEM 3	0,671	0,602	Valid
4	ITEM 4	0,68	0,602	Valid
5	ITEM 5	0,736	0,602	Valid
6	ITEM 6	0,624	0,602	Valid
7	ITEM 7	0,604	0,602	Valid
8	ITEM 8	0,693	0,602	Valid
9	ITEM 9	0,833	0,602	Valid
10	ITEM 10	0,69	0,602	Valid
11	ITEM 11	0,671	0,602	Valid
12	ITEM 12	0,684	0,602	Valid
13	ITEM 13	0,82	0,602	Valid
14	ITEM 14	0,738	0,602	Valid
15	ITEM 15	0,726	0,602	Valid
16	ITEM 16	0,747	0,602	Valid
17	ITEM 17	0,833	0,602	Valid
18	ITEM 18	0,722	0,602	Valid
19	ITEM 19	0,762	0,602	Valid
20	ITEM 20	0,635	0,602	Valid

Based on the table III.3 and III.4 above, it can be said both attitude and creativity questionnaire items are valid.

3.5.2 The Reliability of Instrument

Reliability is an important characteristic of a good test. It is done to obtain the stable and consistent result of the instrument used. According to Brown (2003: 19-27), a reliability has to do with accuracy of the instrument.



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The questionnaire can be qualified as reliable if the answer to the questionnaire is consistent. Reliability is the consistency of measuring instruments in carrying out measurements, namely the extent to which the results of a measurement can be trusted (Ghozali, 2016).

Reliability testing in this study uses Cronbach's Alpha with the classification of reliability according to Guilford (1956: 145) as follow:

- a. Between 0.800 to 1.00 = very high reliability
- b. Between 0.600 to 0.800 = high reliability
- c. Between 0.400 to 0.600 = moderate reliability
- d. Between 0.200 to 0.400 = low reliability
- e. Between 0.00 to 0.200 = very low reliability

A measuring instrument is qualified reliable if the Cronbach Alpha value is higher than 0.60. The result of reliability test can be seen as follow:

a) Attitude Questionnaire

Table III.5
Reliability Statistics of Attitude Questionnaire

Cronbach's Alpha	N of Items	Information
0,955	25	Reliable

Based on the table above, it is known that the score of Cronbach's alpha is 0.955. The total item is 25. Then the reliability of the instrument is categorized Very High Reliability. Therefore, this test can be used to collect the data needed in this research.



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b) Perception Questionnaire

Table III.6
Reliability Statistics of Perception Questionnaire

Cronbach's Alpha	N of Items	Information
0,957	20	Reliable

Based on the table above, it is known that the score of Cronbach's alpha is 0.957. The total item is 20. Then the reliability of the instrument is categorized Very High Reliability. It means that this test is reliable or accepted to collect information about students' perception in this study.

3.6 Pilot Study

Try out was carried out to know whether the instrument was applicable. It was tried out to 10 students. it was noticed that 1 student had a tendency to select "strongly disagree and disagree" in both attitude and perception questionnaire, for most of his answer as he felt he was not interested in learning English anyway, he said learning English was very difficult to learn. This statement may reflect the attitude of the students regarding the lack of interest to learn English.

Based on the try out and the items analysis of the instrument, all instruments were valid but it was found that 2 questions (17 in attitude questionnaire and 5 in perception questionnaire) having dominant answers; strongly agree and agree. Based on suggestions of the advisors, some modifications have been made regarding the wording of some items, the revision to avoid a tendency answers.

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

5.1 Conclusion

Based on the result finding from this study, it can be concluded that:

- a. The students' English achievement was influenced by students' attitude on implementing of scientific approach. The higher students' attitude on implementing of scientific approach, the higher score of students' English learning achievement would be, while the lower of students' attitude, the lower of the students' English learning achievement would be.
- b. The students' English achievement was also influenced by students' perception on implementing of scientific approach. The higher the students' perception the higher the students' English learning achievement would be, while the lower the students' perception the lower of students' English learning achievement.
- c. The students' English learning achievement was also influenced simultaneously by both of students' attitude and students' perception on implementing of scientific approach. Together, students' attitude and perception on implementing of scientific approach have high correlation but low contribution toward students' English learning achievement.

5.2 Implication Of The Research

The finding of this study indicated that there was a significant influence of students' attitude and perception on implementing of scientific approach in



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Learning English toward their English achievement. This finding is also similar with **Gardner's** theory (as quoted in **Dornyei 2003**) states that the students' attitude towards the target language group will affect their success in learning that language. Thus, attitudes could highly influence how individuals approach many situations in life, including foreign language learning. It is believed that individuals with positive attitudes usually progress more rapidly in foreign language learning. Based on the guidelines of 2013 curriculum using scientific approach, it covers three competencies of attitude, skill and knowledge. Learning outcomes are able to produce students become more productive, creative, innovative and effective through integration and the strength of attitude, skill and knowledge. The aspect of attitude is the most dominant one to determine the students' learning outcomes or achievement. At last, it can be inferred that the finding of this research showed that there was a significant of students' attitude through scientific approach toward their English achievement.

The influence of students' perception toward students' English achievement finding It was supported by **Bano et al (2014: 604)** statements, they state that creativity is found to be significant predictor of academic achievement. It has got positive impact on achievement in each subject as well on overall academic achievement. Variance in academic achievement is adequately explained by perception. **Saeed (2015: 667)** also stated that interaction and mutual influence of perception and academic achievement is in such a way that on the one hand the perception of individuals causes to facilitate the process of learning and education



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and finally academic achievement and from the other hand academic achievement in lessons and learn the skills and more points lead to increase the achievement.

5.3 Recommendation

Dealing with the conclusion of the research, the researcher would like to give some recommendations are presented as follows:

1. Recommendation for the teacher:

The EFL teachers are recommended to create an encouraging atmosphere in the English classes to promote the students' positive attitudes towards English. They should also motivate the students to learn English, highlighting its importance. Teacher should focus on students' attitude first before teaching English, teacher should change the way the students think about English lesson for example, change the students' opinion about English which is not important or difficult subject for them. Lastly, teachers should be responsive to the attitude of learners and value the attitudes of their students, as it can affect their success in foreign language learning.

2. Recommendation for the students:

- a. The students should maintain the way of learning learning English. They should have more positive attitude toward learning English to improve their English achievement.
- b. The students should develop their positive perception especially in learning English to improve their achievement. They should increase their ability in English by trying to enrich their knowledge related to English, practice their English, and enlarge reading books in English.



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3. Recommendation for the future researcher:

- a. The future researcher may extend this research to investigate the combination of attitude and perception as independent variables. For example, student who has a positive attitude will have a good attention during the English lesson, while student who has positive perception can create new ideas by combining existing ideas. So, to ask student who have both of good attitude and positive perception, the questionnaire may be like “I am able to make myself pay attention when creating new ideas by combining existing idea during English class”. The variable of attitude and perception are separated like water and oil, so if both of two variables are being combined, it would be interesting topic to investigate.
- b. Hopefully, the researcher would like to recommend for the future research dealing with attitude and perception through scientific approach toward English achievement as follows: the first recommendation is to continue the research to more teachers and candidate teachers will apply dealing with this research problem. Then, the next researcher will continue to investigate more schools as the research settings.

The process of implementing the scientific approach-based learning process in order to inculcate the scientific attitudes among the senior high school has been conducted through several stages/scientific phases known as “7M Learning Cycles.” The implementation of the 7M Learning Cycle, in accordance to the unit plan, consists of seven stages namely: *menga-gumi* (admiring), *menghayati* (contemplating), *meneliti* (researching), *merealisasi*



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(realizing), *mengkolaborasi* (collaborating), *mengaktual-isasi* (actualizing), and *memberi* (contributing). Each of these stages has certain objective. When these stages are conducted repetitively, the scientific attitudes that are similar to those whom the scientists have made use in dealing with their problems will be inculcated within the students. The scientific attitudes that might have been inculcated within the students are as follows: curious, thinking critically, validating scientifically, responsible, persistent in looking for and confirming information, cooperative, and environmentally sensible. According to the 4th Grade students with regards to the implementation of scientific approach in inculcating scientific attitudes into the students, the researchers has found similar statements namely that the learning process will be more meaningful if it is conducted in actual manner. For example, the learning process might involve activities such as understanding the Koran verses as the basis of a study, having discussions, watching videos, outing, investigat-ing, verifying by experimenting, holding mini expo/exhibition, giving presentations, and alike. By experiencing the exposure toward the guided inquiry model-based scientific approach through the various learning activities, the students will be more encouraged to attain more achievement, to improve their creativity, to improve their scientific attitudes, and to pursue maximum learning results. In inculcating the scientific attitudes toward the senior high students, there are several obstacles that should be dealt with. From the teachers, the obstacles are as follows: the teachers have different capa-city in understanding the scientific approach, the teachers suffer from time limitation in designing.

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Appendix 1

Attitude Questionnaire

1. Saya bisa membuat diri saya memperhatikan selama belajar bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
2. Saya merasa percaya diri berbicara bahasa Inggris didepan siswa lain
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
3. Saya suka berlatih bahasa Inggris dengan cara seperti penutur asli lakukan
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
4. Saya suka jika guru saya membuat saya belajar bahasa Inggris dengan baik
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
5. Saya berencana untuk belajar bahasa Inggris sebanyak mungkin
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
6. Menurut saya belajar bahasa Inggris itu mudah dipelajari
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
7. Saya percaya bahwa saya akhirnya akan belajar bahasa Inggris dengan baik
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
8. Belajar bahasa Inggris itu penting karena akan membuat saya menguasai bahasa internasional
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju

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9. Belajar bahasa Inggris itu membantu saya mendapatkan informasi baru dimana saya dapat menghubungkan pada pengetahuan saya sebelumnya
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
10. Saya dapat menerapkan pengetahuan dari pelajaran bahasa Inggris dalam kehidupan sehari-hari
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
11. Belajar bahasa Inggris membuat saya mampu membuat pemikiran baru
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
12. Bahasa Inggris adalah mata pelajaran yang menarik
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
13. Orang Indonesia berpikir, berbicara bahasa Inggris itu penting
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
14. Orang Indonesia memuji orang yang berbahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
15. Saya merasa bangga ketika belajar bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
16. Saya suka belajar bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
17. Belajar bahasa Inggris menyenangkan bagi saya
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju

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18. Saya tertarik belajar bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
19. Saya setuju belajar bahasa Inggris penting buat saya
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
20. Saya senang jika berkomunikasi dengan orang lain menggunakan bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
21. Saya tidak takut jika tata bahasa Inggris saya salah ketika berbicara bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
22. Saya selalu merasa bahwa siswa lain berbahasa Inggris lebih baik daripada saya
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
23. Saya tidak takut siswa lain menertawakan saya ketika saya berbicara dengan berbahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
24. Saya suka dengan orang penutur bahasa Inggris asli
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
25. Saya tidak gugup dan bingung ketika saya berbicara bahasa Inggris.
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju

Appendix 2

PERCEPTION QUESTIONNAIRE

NAME _____
CLASS _____

1. Mark your answer this statement with X according to your opinion!
2. Your answer not effect to your raport in your class.
3. This data get for research.
4. Thank you.

STATEMENT

1. Teacher and students pray before starting the lesson.
a. Always b. Often c. Sometimes d. Rarely e. Never
2. Teacher checks an attendance list.
a. Always b. Often c. Sometimes d. Rarely e. Never
3. Teacher gives a motivating strategy before starting the lesson.
a. Always b. Often c. Sometimes d. Rarely e. Never
4. Teacher informs learning objectives to students before presenting observasion.
a. Always b. Often c. Sometimes d. Rarely e. Never
5. Teacher gives video or photo for students to be observed by students.
a. Always b. Often c. Sometimes d. Rarely e. Never
6. Teacher give the media to the students and then the students observe.
a. Always b. Often c. Sometimes d. Rarely e. Never
7. Teacher gives chance to the students to give questions and answers to what they have observed.
a. Always b. Often c. Sometimes d. Rarely e. Never
8. Teacher facilitates the students to give questions and answers among students.
a. Always b. Often c. Sometimes d. Rarely e. Never
9. Teacher asks the students to discuss the problem or the task.
a. Always b. Often c. Sometimes d. Rarely e. Never
10. Teacher facilitates the students in doing a task in a pair group.
a. Always b. Often c. Sometimes d. Rarely e. Never
11. Teacher facilitates the students in doing a task in a group

12. Teacher monitors the students in doing a task in a pair work.
a. Always b. Often c. Sometimes d. Rarely e. Never
13. Teacher asks students to make an experiment in a group
a. Always b. Often c. Sometimes d. Rarely e. Never
14. Teacher monitors the students in doing a task in a group
a. Always b. Often c. Sometimes d. Rarely e. Never
15. Teacher asks students to present what they have made in a group work
a. Always b. Often c. Sometimes d. Rarely e. Never
16. Teacher facilitates the students to give response to what each group has presented
a. Always b. Often c. Sometimes d. Rarely e. Never
17. Teacher gives chance to the students to share the ideas to conclude the lesson
a. Always b. Often c. Sometimes d. Rarely e. Never
18. Teacher respects the students opinion to convey the conclusion.
a. Always b. Often c. Sometimes d. Rarely e. Never
19. Teacher concludes the lesson based on the students 'opinion
a. Always b. Often c. Sometimes d. Rarely e. Never
20. Teacher gives a task for homework to the students
a. Always b. Often c. Sometimes d. Rarely e. Never

Appendix 3

STUDENTS' ENGLISH ACHIEVEMENT SMA MUHAMMADIYAH 11

PADANGSIDIMPUAN

NILAI SISWA KELAS XI A dan XI B TAHUN PELAJARAN : 2019/2020

SEMESTER 1

KELAS XI A					
NO	NAMA	BAHASA INGGRIS			
		Peng		Ket	
		N	P	N	P
1	HB	81	C	81	C
2	SK	74	C	74	C
3	MR	76	C	76	C
4	AP	77	C	77	C
5	AS	73	C	73	C
6	FN	76	C	76	C
7	ZN	81	C	81	C
8	DS	80	C	80	C
9	NZ	74	C	74	C
10	HS	80	C	80	C
11	AN	74	C	74	C
12	AH	74	C	74	C
13	NH	73	C	73	C
14	DS	74	C	74	C
15	HM	75	C	75	C
16	SS	78	C	78	C
17	DF	74	C	74	C
18	GH	75	C	75	C
19	RD	78	C	78	C
20	MD	73	C	73	C
21	YS	80	C	80	C

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KELAS XI B					
NO	NAMA	BING			
		Peng		Ket	
		N	P	N	P
1	MF	80	C	80	C
2	IR	80	C	80	C
3	KS	80	C	80	C
4	NC	82	C	82	C
5	KN	82	C	82	C
6	WN	85	B	85	B
7	NN	80	C	80	C
8	SA	83	B	83	B
9	SD	80	C	80	C
10	CM	85	B	85	B
11	AH	82	C	82	C
12	TS	83	B	83	B
13	ID	79	C	79	C
14	BR	85	B	85	B
15	AP	80	C	80	C
16	FA	85	B	85	B
17	EA	80	C	80	C
18	YS	85	B	85	B
19	PW	80	C	80	C
20	SF	82	C	82	C



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1.	23/10/14 /3	chapter 1-2		UIN Suska Riau	masa improvement
2.	17/10/14 /5	chapter 1-3		UIN Suska Riau	improvement member question
3.	13/10/14 /9	chapter 1-3		UIN Suska Riau	improvement 8 write improvement
4.	29/10/14 /1	chapter 1-3 improvement		UIN Suska Riau	improvement ch 1-3 improvement
5.	4/10/14 /11	improvement		UIN Suska Riau	acc.
6.					

Catatan :
-Coret yang tidak perlu

Pekanbaru, 20....
Pembimbing I / Promotor*

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

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2.		Instruments		UIN Suska Riau	
3.					
4.					
5.					
6.					

Catatan :
-Coret yang tidak perlu

Pekanbaru, 20....
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Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing Utama dan
Pembimbing Pendamping Tesis Kandidat Magister

Pekanbaru, 4 Maret 2019

Kepada Yth.

1. Dr. H. Abdullah Hasan, M.Sc (Pembimbing Utama)
2. Dr. Bukhori, S.Pd.I., M.Pd (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n.:

Nama : Dena Fitria
NIM : 21691204935
Program Pendidikan : Magister/Strata Dua (S2)
Program Studi : Pendidikan Agama Islam
Semester : V (lima)
Judul Tesis : Students' Perception on The Implementation of Scientific Approach in Teaching English (A Case Study in SMA Muhammadiyah 11 Padangsidempuan)

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

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2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian; dan
4. Perbaikan tesis setelah Ujian Tesis.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

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Ditandatangani,



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dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di
Pekanbaru

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Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Saudara untuk
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NIM	: 21691204935
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: VI (Enam)
Judul Tesis	: Students' Perception on The Implementation of Scientific Approach in Teaching English (Case Study at SMA Muhammadiyah 11 Padangsidimpuan)

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang
diperlukannya dari SMA Muhammadiyah 11 Padangsidimpuan).

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,

Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 001



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Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmpptsp@riau.go.id

Kode Pos : 28126

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/28078
TENTANG



032010

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Direktur Program Pascasarjana UIN Suska Riau, Nomor : 2661/Un.04/PPs/PP.00.9/2019 Tanggal 19 November 2019, dengan ini memberikan rekomendasi kepada:

1. Nama : DIENA FITRIA
2. NIM / KTP : 21691204935
3. Program Studi : PENDIDIKAN AGAMA ISLAM
4. Konsentrasi : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S2
6. Judul Penelitian : STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH (CASE STUDY AT SMA MUHAMMADIYAH 11 PADANGSIDEMPUAN)
7. Lokasi Penelitian : SMA MUHAMMADIYAH 11 PADANGSIDEMPUAN

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 21 November 2019



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Gubernur Sumatera Utara
3. Up. Kaban Kesbangpol Provinsi Sumatera Utara di Medan
4. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
5. Yang Bersangkutan



PEMERINTAH PROVINSI SUMATERA UTARA

BADAN KESATUAN BANGSA DAN POLITIK

Jl. Jenderal Gatot Subroto Nomor 361 Telepon 4524894 – 4557009 – 4527480
Fax. (061)4153148 Medan 20119

REKOMENDASI PENELITIAN

Nomor : 070-2522 /BKB.P/XII/2019

1. Dasar : a. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 Tentang Perubahan Atas Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian.
b. Peraturan Gubernur Sumatera Utara Nomor 3 Tahun 2017 Tentang Organisasi Tugas,Fungsi,Uraian Tugas dan Tata Kerja Badan Kesatuan Bangsa Dan Politik Provinsi Sumatera Utara.
2. Menimbang : Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/28078 Tanggal 21 November 2019 Perihal Rekomendasi penelitian.

MEMBERITAHUKAN BAHWA

- a.Nama : Diena Fitria
- b.Alat : Pekanbaru
- c.Pekerjaan : Mahasiswa
- d.Nip/Nim/KTP : 21691204935
- e.Judul : Students Perception On The Implementation Of Scientific Approach In Teaching English (Case Study At SMA Muhammadiyah 11 Padang Sidempuan.
- f.Lokasi/Daerah : Kota Padang Sidempuan
- g.Lamanya : 6 (enam) bulan
- h.Peserta : Sendiri
- i.Penanggung Jawab : Direktur Program Pascasarjana UIN Suska Riau

3. Pihak kami tidak menaruh keberatan atas pelaksanaan Survey/Riset/penelitian/KKN dimaksud dengan catatan :
 - a. Untuk pengawasan surat ijin yang dikeluarkan oleh Balitbang Provinsi kami diberi tembusannya.
 - b. Tidak dibenarkan melakukan riset / penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul Riset / penelitian dimaksud dan yang bersangkutan diwajibkan mematuhi ketentuan/peraturan yang berlaku serta menjaga ketertiban umum di daerah setempat.
 - c. Melambat-lambatnya 3 (tiga) bulan setelah penelitian, penelitian diwajibkan melaporkan hasilnya ke Badan Kesbangpol Provinsi Sumatera Utara.
4. Apabila ketentuan dimaksud pada butir 2 tidak dapat dilaksanakan sebagaimana mestinya maka Rekomendasi ini tidak berlaku.
5. Demikian Rekomendasi Penelitian ini dibuat untuk dapat dipergunakan dalam pengurusan ijin Penelitian.

Medan, 9 Desember 2019

An. KABID PENANGANAN KONFLIK DAN KEWASPADAAN NASIONAL
KASUBBID KEWASPADAAN DINI, ANALIS EVALUASI INFORMASI DAN
KEBIJAKAN STRATEGIS

BENRI LIMBONG,S.SOS, M.SI

PEMBINA

NIP. 19630923 198409 1 001

Tembusan :

1. Bapak Gubernur Sumatera Utara (sebagai laporan)
2. Walikota Padang Sidempuan Up Kepala Badan Kesatuan Bangsa dan Politik
3. Ka. Balitbang Provsu
4. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
5. Pertinggal

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Universitas of Sultan Syarif Qasim

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UIN SUSKA RIAU

LANGUAGE DEVELOPMENT CENTER
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مرکز ترقية اللغة لجامعة سلطان شريف قاسم الحكوميه الاسلاميه



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Diena Fitria
ID Number : 21691204935
Date of Birth : January 13, 1991
Sex : Female
Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

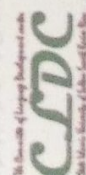
Listening Comprehension : 61
Structure & Written Expressions : 68
Reading Comprehension : 57
Overall Score : 620

Expire Date : April 13, 2021

The Head of Language Development Center



Mahyudin Syukri, M. Ag
NIP. 19720421 200604 1 003



English Proficiency Test Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
HP: 0852 7144 0623 Fax: (07761) 858832
Email : info@pusatbahasa.info Website : pusat-bahasa.info



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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State Islamic University of Sultan Syarif Kasim Riau



LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الاسلامية الحكومية

SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Diena Fitria

Nomor ID : 21691204935

Jenis Kelamin : Perempuan

Tanggal Lahir : 13 Januari 1991

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 61

القرأة : 58

القواعد : 56

النتيجة : 583

Berlaku Hingga : 13 Oktober 2020



Arabic Proficiency Test's Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP 0852 7144 0823

Email : info@pusat-bahasa.info Website : pusat-bahasa.info



M. Syukri, M. Ag

The Head of Language Development Center



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : DIENA FITRIA
NIM : 21691204935
PROGRAM : PASCA SARJANA
PRODI : DAI
KONSENTRASI : PBI

Hak Cipta Dilindungi Undang-Undang

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	4/11-2019 kamis	Investigative Pragmatics of Apology Strategy A case study of the Sixth Semester		Rafika Sa'idah Sregar
2		English Education Students at Institut Pendidikan Taranuli Selatan P.Sidempuan		
3				
4		An Analysis of Readability level of Texts in English Textbook for First Grade of		Dzulhissah Yetti
5		Senior High School		
6				
7		Teacher's Efforts to Improve Students' Listening Comprehension at SMA-1		Yoti Fernandes
8		Teluk Kuantan		
9				
10		The Contribution of Part of Speech knowledge and Syntactical Comprehension to word		Husni Fadhli
11		Student Ability of Writing Narrative Essay at The English Education		
12		Department of UIN SUSKA RIAU		
13				
14				
15				

Pekanbaru,
Direktur,

20....

Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Dlena Furra
 NIM : 21691204035
 PROGRAM : PASCASARJANA
 PRODI : PAI
 KONSENTRASI : BAHASA INGGRIS

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2. Dilarang memurnikan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	7/12/2017 / Kamis	Efisiensi BMI Di Kabupaten Kampar menggunakan metode Data Envelopment Analysis		
2		by: Zubaidah Acsyysa		
3				
4	7-12-17 / Kamis	Pengaruh Non Performing financing Dana pihak Ketiga, Dan tingkat Inflasi terhadap Return on Asset		
5				
6		Pada bank Pembiayaan Rakyat Syariah Di Indonesia		
7		* Muhammad Wandisyah		
8				
9	7-12/17 / Kamis	Analisis Resiko Transaksi Bagi Hasil Pada Perbankan Syariah Pekanbaru		
10		* NurIntan		
11				
12	7/12-17 / Kamis	Analisis Pengaruh motivasi dan budaya organisasi terhadap kepuasan kerja Karyawan pada		
13				
14		PT. BRI Syariah Cabang Pekanbaru		
15		* Delima Afyanti		

Pekanbaru,
Direktur,

20....

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB:**
1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

UIN SUSKA RIAU



NAMA : DIENA FITRIA
NIM :
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PBI

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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	16 Mei 2017/ Selasa	Prinsip Manajemen Pendidikan Islam dalam AL-Qur'an (Moh. Rohim)		
2				
3	16 Mei 2017/ Selasa	Strategi Kepemimpinan Kepala Madrasah dalam meningkatkan Kinerja Guru Madrasah Aliyah di Kabupaten Kuantan Singingi (Erizon Efendi)		
4				
5				
6	16 Mei 2017/ Selasa	Manajemen Berbasis Akreditasi dalam Peningkatan Mutu Pendidikan Prodi PAI di PTKIS Sekota Pekanbaru (MUHARTINI)		
7				
8				
9	16 Mei 2017/ Selasa	Strategi Kepala Sekolah dalam meningkatkan Mutu Guru di SMAN Kec. Rantan (Safa'atul Habib)		
10				
11				
12	16 Mei 2017/ Selasa	Implementasi Manajemen Mutu Terpadu (studi kasus di pondok Pesantren)		
13		Rabul salam dan Pondok Pesantren Al-Ihsan Boarding School Provinsi RIAU (AFDAL)		
14				
15				

Pekanbaru,
Direktur,

20....

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : DIENA FITRIA
NIM :
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : BAHASA INGGRIS

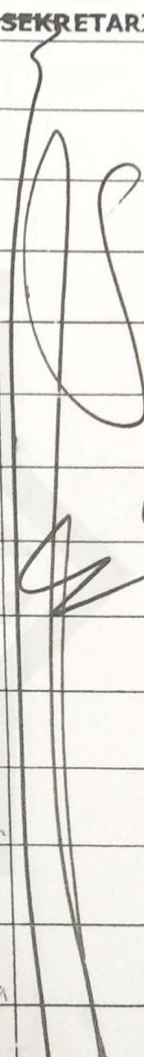
Hak Cipta Dilindungi Undang-Undang

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	16 Mei 2017/ Selasa	Efektivitas layanan Bimbingan konseling dalam meningkatkan kedisiplinan siswa di sekolah swasta Provinsi Yala Thailand Selatan (Assuraty Samani)	 16/05/17	
2				
3				
4		Pengaruh hubungan Intrapersonal dan Inter-Personal Kepala Madrasah Terhadap Kinerja Guru Di Madrasah Aliyah Negeri se-kabupaten Kampar (Mukhlis)		
5				
6				
7		Pengaruh Penerapan Manajemen kurikulum berbasis Madrasah dan Peranan orang tua		
8		Terhadap hasil Pelajar siswa Pada Mata Pelajaran Bahasa Arab Di Madrasah Aliyah		
9		Se-Kecamatan Bagan Sinembah Kabupaten Rokan Hilir (Lindawati)		
10				
11		Hubungan kreativitas Guru dan Motivasi Berprestasi dengan Prestasi, kerja guru di Madrasah		
12		Ibtidaiyah se-Kota Pekanbaru (Suhendri Andeska)		
13				
14		Implementasi Manajemen Kurikulum lembaga Pendidikan NU Berbasis Aswaja (Ahlu Sunnah Waljama'ah) di SMP IT Dar-Ar-		
15		Ma'arif dan MA Ma'arif Pekanbaru (Masita)		

Pekanbaru,
Direktur,

20....

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : DIENA FITRIA
 NIM : 21691204935
 PROGRAM : Pascasarjana
 PRODI : PAT
 KONSENTRASI : PBT

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	27/10 - 2017	Formulasi Risiko Penarikan dan Risiko kebangkrutan di perbankan Syariah		
2				
3				
4		Optimalisasi Pengelolaan Dana Zakat dalam upaya pengentasan kemiskinan Di kabupaten Kampar (studi pada Baznas Kab. Kampar)		
5				
6				
7		Analisis Pengaruh Variabel fundamental terhadap harga Saham perusahaan yang terdaftar di Jakarta Indeks Periode 2012-2016		
8				
9				
10		Pengaruh kualitas Pelayanan dan kepuasan terhadap kepercayaan muzakki pada Baznas kota Pekanbaru		
11				
12				
13		Implementasi intruksi Walikota No 1 tahun 2015 tentang Zakat Penghasilan (Zakat Profesi) pada dosen Pegawai Negeri Sipil di perguruan tinggi Islam Pekanbaru		
14				
15				

Pekanbaru,
Direktur,

20....

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

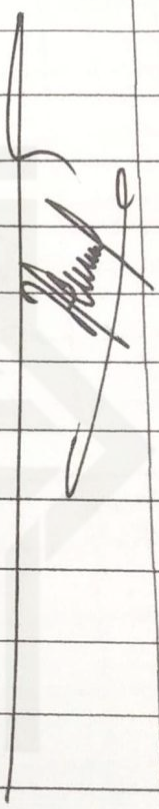
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : DIENA FITRIA
NIM : 2169 12 04 935
PROGRAM : Pasca Sarjana
PRODI : PAI
KONSENTRASI : Pendidikan Bahasa Inggris

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1	24-10-2017	Pengaruh Manajemen Sumber Daya		
2		manusia terhadap Peningkatan		
3		mutu sekolah (studi kasus sekro-		
4		lah menengah atas di kecamatan		
5		stak hulu		
6				
7		Manajemen Pembelajaran Pendidikan		
8		madrasah Aliyah Pada Yayasan B-keams		
9		tan Sukagadi Pekanbaru		
10				
11		Pengaruh kepemimpinan kepala		
12		sekolah motivasi kerja terhadap		
13		kinerja Guru smp Negeri kec.		
14		Tambang kabupaten Kampar		
15				

Pekanbaru,
Direktur,

20....

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : DIENA FITRIA
 NIM : 21691804925
 PROGRAM : PASCASARJANA
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	07/05-2018/Rabu	The effeect of Using comic strips strategy on student's Reading Comprehension and Writing Ability at MTs Nurul Islam Seresam Indragiri hulu Regency		Arif Yusdianto
2				
3				
4				
5		The effect of Using Drama on the First Grade Students' self Esteem and their Speaking Ability at SMK Muhammadiyah 3 Terpadu Pekanbaru.		Roslina
6				
7				
8				
9		The Influence of IET Perception on Students' Listening Comprehension and Speaking Ability At faculty of Engineering in Islamic University of Riau.		Cynthia kumalasari
10				
11				
12				
13				
14				
15				

Pekanbaru,
Direktur,

20....

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

UIN SUSKA RIAU



NAMA : DIENA FITRIA
NIM : 21691204925
PROGRAM : PASCASARJANA
PRODI : PAJ
KONSENTRASI : PBI

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	12-12-17 Selasa	The Management of Learning Environment by English Teachers at Junior High School In Tambora District		Zulkifli
2				
3		The Influence of Using Vocabulary knowledge on Reading Comprehension and Writing Ability		Selvia Angela
4				
5		Analyzing of the factors of the Grammatical and Punctuation Error in Writing Narrative Text		Tiara Panduwirata
6				
7		The Influence of Students' self Confidence and Participation toward their speaking Ability at SMPN 14 Pekanbaru		Andini Telianda
8				
9		An Analysis of Using Cognitive Academic language learning Approach (Calla) and sheltered Instruction observation Protocol (SIOP) Model		Dewi Khalida
10				
11				
12		An Analysis of the Rules Pronouncing of words suffixes (t, lid) and (s, /z, /iz)		Ovi Arianta Erwin
13				
14		English Teachers' Perception of Implementing 2013 Curriculum In English Teaching		Ahmad Nuffari
15		learning Process of Senior High School In Sungai Api District.		

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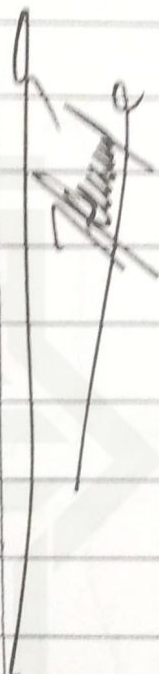
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NIP. 19611230 198903 1 002

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : DIENA FIRIA
NIM :
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KEY
1	17 Mei 2017 / Rabu	The effect of Using Plus Minus Interesting Strategy on students' Speaking Ability and their motivation at state senior high school II Pekanbaru		Apprie Marlaong
2		The effect of Using Gallery Work strategy on students' Reading comprehension and Writing Ability at Islamic Senior high School Boarding School technology of Riau Pekanbaru		Misnatin Badriyah
3				
4		The effect of Using choral Reading method on students Reading Comprehension and Vocabulary mastery at Islamic junior high school Boarding school technology of Riau Pekanbaru		Liza Damayanti
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12		The effect of Using the Affinity Strategy and the story Grammar Strategy on students' Reading Comprehension at SMPN 3 Tapung		Susedi Swardi
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 NIM : 21691201925
 PROGRAM : PASCASARJANA
 PRODI : PENDIDIKAN AGAMA ISLAM
 KONSENTRASI : PENDIDIKAN BAHASA INGGRIS

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	25/10-2017	The effect of Using Contextual teaching and learning on Students' Reading Comprehension in Recount texts at MAN 2 Pekanbaru		
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4		The Influence of Personality Traits and self Confidence toward students' Speaking Ability At English Education Department of State Islamic University of Suska Riau Pekanbaru		
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8		The Influence of self-Efficacy and self Esteem toward Students' English Achievement At Sekolah Tinggi Teknologi Dumai		
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11		The Influence of Story Telling toward Students' listening skill and learning motivation at SMK Farmasi Ikarari Pekanbaru		
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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

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: DIENA FITRIA

NIM

: PASCASARJANA

PROGRAM

: PAI

PRODI

: PBI

KONSENTRASI

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Mei 2017/ Rabu	A Comparison Between the effect of Using cooperative learning technique (NHT and Pairs check) on students' Reading comprehension		Amharu Rizal
2				
3				
4		The comparison between the effect of Using "Stop and care" and JOT thoughts strategies on students' Writing Ability at MA Al-Munawwarah Pekanbaru		Fikriyah Hidayati
5				
6		The effect of Using comic strips Strategy of students' Reading Comprehension and Writing Ability at the Second Year students of MIS Nurul Islam Seresam Indragiri Hulu Regency		Aris Tusiandito
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11		The Influence of students' Anxiety and students' Visual language learning style on their English Achievement at Junior high Islamic Boarding school Al-Munawwarah Pekanbaru		Hati Malik
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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

UIN SUSKA RIAU



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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	08/05/2017	Pembelajaran Saintifik Pada Kurikulum 2013 ditinjau menurut Pendidikan Islam (Ellah EFRIDA)		
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4	08/05/2017	Kontribusi kecerdasan sosial dan budaya organisasi terhadap kompetensi Sosial Guru di SMP Negeri Se kec. kamarkiri Kab. Kampar (Habiturrahman)		
5				
6				
7	08/05/2017	Pendidikan kerukunan beragama (telah konsep kurikulum umat perspektif Pendidikan Islam) (M. khairul fikri)		
8				
9				
10	08/05/2017	Implementasi full day school dalam Pembentukan karakter siswa di SMPN se-kec. Tapung Hulu Kabupaten Kampar (Supri Agustia)		
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